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A STUDY OF MATERIAL PERTAINING TO GERMANY AND THE GERMANS IN HIGH-SCHOOL ELEMENTARY GERMAN TEXTS PUBLISHED SINCE 1932

Submitted by

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(B.A. Wellesley College 1933)

In partial fulfillment of requirements
for the degree of Master of Education

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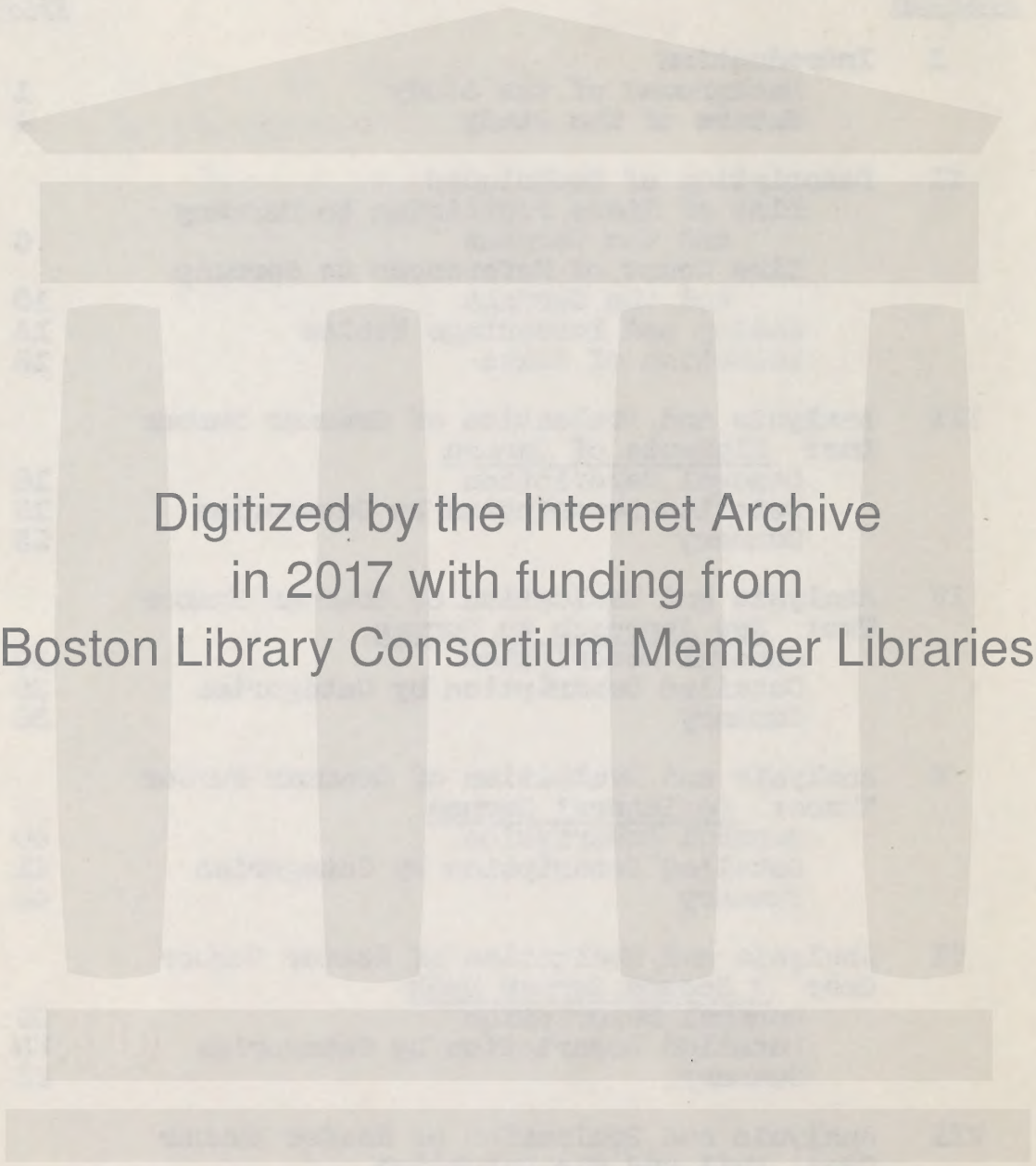

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CHAPTER I

INTRODUCTION

BACKGROUND OF THE STUDY

The problem of teaching about foreign culture in foreign-language courses was brought into prominence by the activity of the Modern Foreign Language Study, which covered the period of 1924-1927, on a nation-wide basis. In an effort to set up valid objectives for modern-foreign-language courses, the committee sent out a questionnaire to superior teachers in all parts of the country, submitting a large number of objectives for their judgment. As a result of this questionnaire, six ultimate objectives for two-year courses in modern foreign languages were set up. These objectives include:(1)

> (1) "An especial interest in the history, institutions and ideals of the foreign country, a better understanding of its contribution to civilization, and a less provincial attitude toward the merits and achievements of other peoples."
>
> (2) "Increased curiosity about the literature and the art of other nations and the art of other peoples, and greater ability to understand and enjoy them."

Not only were these objectives validated by the questionnaire, but "a larger percentage of these teachers regard the attainment of this objective [that of introducing the national history and culture of the foreign country] as more

(1) Algernon Coleman, Teaching of Modern Foreign Languages in the United States, p. 107.

likely after a period of two or three years' study than the attainment of the ability to read the foreign language with ease or enjoyment, or to understand it when spoken, or to speak it or write it."(2)

For the purpose of the present study, objectives for the first two years only are used, because for 83% of the pupils taking foreign languages, two years is the maximum course.(3) "It is proposed that the two-year course be considered the basic course and since it is the only one which the great majority of pupils will have, that it be given an actual 'surrender value'."(4)

It would appear that the responsibility for carrying out objectives (1) and (2) rests upon the individual teacher, or to go farther back, upon the teacher-training institution. But investigation of the teacher's ability to carry out this program reveals the fact that the average foreign-language teacher is not equipped to this end. Out of 487 replies to questionnaires sent to colleges where students may prepare to teach, only 129 departments, or 21%, report that they offer courses in the history of civilization of the country whose language is being studied, and only one-half of these require teaching candidates to take the course.(5) Of the institutions not offering history of civilization of the foreign country, 225 departments state that they feel the need of it. Only 56 state that it is not necessary.(6)

(2) Robert H. Fife, Summary of the Reports on the Modern Foreign Languages, p. 175.
(3) Algernon Coleman, Op. Cit., p. 26.
(4) Robert H. Fife, Op. Cit., p. 41.

(footnotes continued on next page)

Furthermore, "almost one-third of the modern-language teaching corps of the country has had less than three years of teaching experience."(7) It is doubtful whether these young teachers have had much opportunity for foreign travel or for self-teaching in foreign culture. It is also doubtful whether, with such short experience, they have sufficient teaching skill to carry out these objectives without aid from the text. The importance of suitable texts is all the more outstanding because of the youth and inadequate preparation of the teachers.

The Modern Foreign Language Study also investigated the degree to which French and Spanish texts for high school and for elementary college courses aided the teacher in attaining the aim of teaching about foreign culture. The results of these investigations were published in 1930 in Studies in Modern Language Teaching. These studies revealed that texts then in current use were sadly deficient in material related to the foreign country whose language was being studied. It was found that in an "overwhelming number of cases, the reference...consists only of a 'mention' of a name or fact, and that the material must be supplied by the teacher himself if it is to have value for the student."(8) No study was made at that time of German texts, but it may be supposed that German texts of the same period were similarly deficient.

(5) Hugh Stuart, The Training of Modern Foreign Language Teachers, p. 50.
(6) Ibid., p. 51.
(7) Robert H. Fife, Op. Cit., p. 56.
(8) Ibid., p. 178.

Reforming the country's huge corps of teachers, many of whom are incapable or unprogressive, is a slow and almost hopeless task, but reforming the texts, which are comparatively few in number and can be frequently changed, is a very practicable project. Furthermore, the best text is available to every class, while the best teacher is available to only a few. The responsibility for teaching foreign culture therefore rests heavily upon that influential body of educators, the writers of texts.

NATURE OF THE PRESENT STUDY

In this study seven high-school elementary German texts, published in 1932 and 1933, were analyzed to discover how much material relating to Germany and the Germans is offered, and how well it is presented.

The analysis was based on a list of items, devised by the writer, with reference to objectives (1) and (2). (See page 1.) These items (see page 8) are classified under nine category headings, such as "art", "daily life", "education".

A descriptive analysis of each book was written, divided into sections according to the category headings. In this way, related materials found scattered through a book are brought together so that they can be considered as a unit. In order to show exactly how much space is devoted to a given category in a given book, a line count of references to the

various categories has been made for each book.

In order to show more exactly and concisely the extent to which a given book treats the listed items of the various categories, tables were made for each book showing the percentage of listed items of each category treated in the book. In order to show the quality of treatment for these items, the tables give in a parallel column a rating, on a five-point scale, for the thoroughness and quality of the treatment of the listed items of each category included in the book.

Taken in conjunction, these four methods of attack give a complete picture of the material relating to Germany and the Germans in any given book.

CHAPTER II

DESCRIPTION OF TECHNIQUES

ITEMS PERTAINING TO GERMANY AND THE GERMANS, CLASSIFIED UNDER NINE CATEGORIES

The list of items pertaining to Germany and the Germans is made the basis of this study. Its purpose is to serve as a preconceived criterion for judging the value of such material included in text-books. Very little work has been done toward making a definite syllabus of cultural content for foreign-language courses,(9) although syllabi are widely used for other aspects of language work. Therefore, the writer has devised this very specific list, with reference to objectives (1) and (2). (See page 1.) Part of the purpose of this study is to stimulate interest in and focus attention upon this problem of what details of German culture shall be taught. It is not enough to take any text which deals with Germany and assume that the text provides all that the pupils should know. As will be shown later in this study, texts may deal exclusively with Germany, and yet have a limited range of subject matter--perhaps even an entirely unsuitable range of subject matter.

This list of details, then, serves as a syllabus of material pertaining to Germany and the Germans. Applied to text-books, it will enable the teacher to find out

(9) Algernon Coleman, Op. Cit., p. 118.

quickly which items are treated in a given book, and thus select a group of books which will cover the entire list. (It is not intended that single books should conform perfectly, especially story books. This would be demanding too much.)

The list may be further used for a purpose not germane to this study--that is, as a guide to the class-room teacher, to stimulate her to notice or invent opportunities for bringing in this material to supplement the text.

It would have been better to have derived these items by means of a questionnaire or check list to informed persons in this field, but time and facilities for this procedure were lacking. The writer has, therefore, after a careful study of the subject, drawn up a list of items which, in her opinion, might well be mentioned or treated at length in texts which are designed to contribute to the cultural objectives quoted on page 1.

The items have been classified under nine category headings, upon which there will probably be general agreement. The list of items classified under these headings is very full, but, as remarked before, no single book is expected to contain all the material. While there may be disagreement among teachers as to the value of all these items, the list will have performed a service if it only succeeds in provoking thought on the subject. For the purpose of this study, the use of this list enables the reader to know exactly upon

what basis a book is being judged, and what a given rating stands for.

The descriptive analyses, in order to give a complete picture of each book, will include all material under each category which could be said to contribute to objectives (1) and (2), whether the material appears in the list of items or not. The summaries, in order to facilitate comparison with the rating scales and percentage tables, which deal only with the listed items under each category, will also deal only with the listed items.

Language has not been included among the following categories of items pertaining to Germany and the Germans because it is impossible in many cases to draw a line between the philological and the grammatical aspects of language. If a particular book gives special attention to the philological aspects of language, this fact will be mentioned in a starred (*) paragraph at the end of the descriptive portion of the analysis of that book. It will not be included in the other parts of the analysis.

Items Pertaining to Germany and the Germans, Classified Under Nine Categories *

1. ART "
   (1) Durer.
   (2) Holbein.
   (3) Museums.
   (4-9) Architecture:
   Romanesque, Gothic, Renaissance and Baroque, peasant homes, modern buildings, modern housing projects.

* Items linked by the word "and" are regarded as being so closely overlapping that they are counted as a unit.

2. DAILY LIFE
   (1) Youth movement and ideals of the people.
   (2) Post-war depression.
   (3) Industry.
   (4) Occupations.
   (5) Theater.
   (6) Sport.
   (7) Dress.
   (8) Holidays and festivals.
   (9) Class differences.
   (10) Religion.
   (11) Food.
   (12) Transportation.

3. EDUCATION
   (1) Elementary schools.
   (2) Higher schools.
   (3) Universities.

4. GEOGRAPHY
   (1-4) Approximate area, boundaries, population, climate.
   (5-11) Rhine, Weser, Elbe, Oder, Main, Danube, Lake of Constance, Harz Mountains, Black Forest, Thuringen Forest, Spree Forest, Alps, Ruhr, Saar.
   (19-37) Berlin, Cologne, Heidelberg, Nuremberg, Hildesheim, Rothenburg, Obergammergau, Wiesbaden, Königsberg, Essen, Dusseldorf, Mayence, Lübeck, Hamburg, Bremen, Kiel, Leipsig, Dresden, Munich.

5. GERMANS IN THE UNITED STATES.
   (1) Proportion of Germans in population.
   (2) German centers here.
   (3-6) Germans in our history: Pennsylvania Germans, Emigration of 1838, Carl Schurz, Baron von Steuben.

6. HISTORY
   (1) Old tribal organization.
   (2) Conquered by Rome to the Elbe.
   (3) Conversion to Christianity.
   (4) Charlemagne and the Holy Roman Empire.
   (5) Crusades and Frederick Barbarossa.
   (6) Reformation retards union.
   (7) Thirty Years War.
   (8) Frederick the Great enlarges Prussia.
   (9) Napoleon conquers Germany and is driven out.

(10) Revolution of 1848 and Emigration.
(11) Bismark and the Franco-Prussian War.
(12) Empire founded.
(13) World War.
(14) Republic founded.

7. LITERATURE
(1-3) Mythology, legends and folk tales, sagas.
(4) Martin Luther.
(5) Lessing.
(6) Goethe.
(7) Schiller.
(8) Modern prose.
(9) Modern poetry.

8. MUSIC
(1) World importance of German music.
(2) Bach.
(3) Beethoven.
(4) Brahms.
(5) Handel.
(6) Haydn.
(7) Mendelsohn.
(8) Mozart.
(9) Schubert.
(10) Schumann.
(11) Wagner.
(12) Music Festivals.

9. SCIENCE
(1) Importance of German science for the world.
(2) Gutenberg.
(3) German Museum.
(4-7) Modern scientists:
Koch, Mendel, Röntgen, Einstein.

LINE COUNT OF REFERENCES TO GERMANY AND THE GERMANS

In order to record in an objective manner the actual amount of space devoted to material about Germany and the Germans, a line count of references to German culture has been made for each book. At first, an attempt was made to classify such references as "mentions" or "statements", but it was

found that such qualitative distinctions were so subjective as to be of little value. A line count of references, showing merely the amount of space devoted to each subject, presents a more accurate, if less pretentious, picture.

Even this, however, should not be regarded as completely objective, since difficulty was often encountered in deciding just which lines of a given essay or story really conveyed information about Germany. In general, the writer has considered such questionable lines in relation to the context, and counted them if, in that context, they contributed to the pupil's ideas and information about Germany. In spite of this subjective element, the total number of lines recorded for a given category is useful for comparison with the count for other categories, and makes a fairly accurate total for comparison with the descriptive analysis and rating scale.

The line count makes no attempt to consider quality, and should therefore be used only in conjunction with the qualitative parts of the analysis.

References have been classified according to the category headings of the list of items pertaining to Germany and the Germans, as "art", "daily life", and others. The tables (example on page 20) also show whether the references occur in the introduction, notes, text, exercises (if separate from text), or pictures. Totals are given for references to

each category and for references occurring in each part of the book, as well as the total for the entire book. Only those parts of the book are listed on the chart which actually contain references to German culture.

General references such as "I attend the university" are not included, unless they occur in a context which relates them specifically to Germany.

Two figures are given for pictures, one representing the number of lines occupied, one representing the number of illustrations.

Each item is listed under the several categories to which it may refer. Thus, a picture of the Einstein Observatory at Potsdam is listed under "science", "geography" and "art". This accounts for the fact that the number of pictures listed in the chart may exceed the number of pictures in the book, or the number of lines referring to Germany and the Germans may exceed the number of lines in the book. On account of this duplication, a separate total is given for the actual number of lines referring to Germany and the Germans.

For comparative purposes, the approximate total number of lines in the entire book is also given. This total includes only parts of the book which would be assigned for regular study by the pupils. That is, prefaces, appendices, and vocabularies at the back of the book, which are for

reference purposes only, are not counted. These sections vary greatly in length, and do not contain cultural material (except for one book which has a few notes in the vocabulary). More accurate comparisons can be made by omitting them.

RATING AND PERCENTAGE TABLES

As the most concrete and concise form for representing the quality of treatment in a given book of the material listed under "Items Pertaining to Germany and the Germans", a five-point rating scale has been used.

Since the number of items on this list treated, and the quality of the treatment of the items, are two different things, it seemed advisable to record these factors separately.

The rating scale deals only with the quality of treatment of listed items actually included in a given book. Items not listed are not included in the rating, nor are items listed but not treated in the book. As educators now generally believe that fine distinctions are impossible in matters of this sort, a five-point scale is used. The values are as follows.

(1) Very inferior
(2) Inferior
(3) Average
(4) Superior
(5) Very superior

Owing to the coarseness of the scale, a score of "5" does not necessarily mean absolute perfection, but may be

regarded as similar to a grade of "A". The reader should also observe that the rating represents an average for all the listed items treated, so that a book which treats some one topic very well may have a low rating because of mere mentions of other details.

As the rating scale is meaningless alone, no separate table is presented for it. Instead, a parallel table, such as that on page 29, is given for each book. This table shows the rating of the book for the quality of treatment of the listed items of each category which are included, and the percentage of listed items of each category which are included. For the convenience of readers who wish to compare space with quality, the total line count of references to each category is repeated in this table. Thus, Table II shows that Elements of German treats 73% of the listed items for "art", but that the quality of treatment is only average, and that 451 lines are occupied by all references to this category.

The reader can thus see at a glance the amount of space devoted to each category, the percentage of listed items treated in this space, and the quality of the treatment of these listed items included.

No averages are given in the parallel tables, as they would be misleading. No one book can be expected to be perfect in all respects. The important thing is to get a group of books which put together will build a total picture

of Germany. The purpose here is not to get a numerical average of the treatment of all the listed items, but to show in what specific respects a book excels or fails. A book which excels in all but one category should not have its rating dragged down by this one omission, which can be easily supplemented by another book, or by outside reading. Similarly, a book which specializes in one category should not be regarded as worthless because it does not treat everything. There is a place for such specialized material in a well-balanced course. Therefore, the reader is asked to examine the quantity and quality of treatment of the individual categories, instead of taking a lump average.

SELECTION OF TEXTS

As stated in "Background of the Study", 83% of modern-language pupils pursue their course for only two years. The writer is therefore especially interested to see what is being done in this limited time to teach the pupil about Germany and the Germans; that is, to achieve objectives (1) and (2). (See page 1.) For this reason, only first- and second-year texts were selected for analysis.

As new books were the object of the investigation, it seemed unlikely that enough of them would be in general use to warrant making the selection on the basis of general usage. Therefore, the 1934 List of Authorized Text Books for Boston, Massachusetts, was made the basis of selection.

In order to allow ample time for the results of the Modern Foreign Language Study to take effect, books published since 1932 were chosen. There were seven such elementary books on the Boston list, three grammars, three readers, and one grammar-review reader. All seven were studied. New editions of old texts were not counted.

In the analyses, texts are divided into grammars and readers, and arranged in alphabetical order according to authors' names. A Second German Book is regarded as a reader, as the amount of space given to pure grammar is very small in proportion to the large space given to reading material.

The following books were used in the study:

Betz, Frederick, and Holzwarth, Charles. A Second German Book. New York, American Book Co., 1933. pp. xviii + 492.

Greenberg, Jacob, and Klafter, Simeon H. Elements of German. New York, Doubleday, Doran and Co., 1932. pp. xvii + 293.

Kästner, Erich. Emil und die Detektive. Edited by Stroebe, Lillian L., and Hofrichter, Ruth J. New York, Henry Holt and Co., 1933. pp. xiii + 134 + LV

Koischwitz, Otto. Deutsche Fibel. New York, F. S. Crofts and Co., 1932. pp. x + 131.

Jackson, Eugene. New Approach to German for Junior and Senior High Schools. New York, Longmans, Green and Co., 1932. pp. xxiv + 399.

Vos, B. J. A First German Reader. New York, Henry Holt and Co., 1933. pp. vii + 195 + 11

Zeydel, Edwin H. Beginners' German. D. C. Heath and Co., 1933. pp. xv + 379.

CHAPTER XII

ANALYSIS AND EVALUATION OF GRAMMAR NUMBER ONE:

ELEMENTS OF GERMAN.(10)

GENERAL DESCRIPTION

This elementary german grammar is intended for the first year of senior high school or for a full junior high school course. Each lesson has a short reading section, usually designed simply to illustrate the day's grammar. In the latter half of the book, however, there are several of Grimm's fairy tales. Most of the material actually supplied in relation to Germany and the Germans consists of these fairy tales, pictures, and an essay on Germany. The pictures are usually not related to the text, but have explanatory English captions, generally three or four lines long.

The book relies for its instruction about Germany chiefly on supplementary reading by the pupils. Five sets of topics for reading and discussion are provided, covering geography, industry, music, literature, and famous Germans. As the value of this type of treatment depends on the teacher's interest and on library resources, little credit can be given for it on the rating scale, which rates only the adequacy of the treatment in the book itself, independent of

(10) Jacob Greenberg, and Simeon H. Klafter, Elements of German. New York, Doubleday Doran and Co., 1932. pp. xvii + 293. $1.20. Preface 4 pp., Text 211 pp., (map and 27 illustrations), Appendices 41 pp., Vocabularies, 26 pp., "Words and idioms of high range and frequency--." (Preface)

outside factors. However, the topics are well planned and teachers with adequate library resources may find this treatment very satisfactory.

Elements of German devotes about one-third of its space to Germany and the Germans. (See Table I, page 20.) About one-half of these lines refer to more than one category. The amount of space given to Germany and the Germans in text and pictures is about equal.

The largest amount of space is given to "literature", with 802 lines. "Geography" follows with 674 lines, "art" and "daily life" next with 451 and 446 lines respectively. "Science" receives the least space, with 23 lines. "Geography" and "art" have the largest space in pictures.

DETAILED DESCRIPTION BY CATEGORIES

Art.--With the exceptions of a reference to the art galleries of Dresden, and the inclusion of the Berlin museums under topics for reading about Berlin, treatment of "art" consists entirely of pictures of architecture. The pictures more valuable from the architectural point of view are: a house in the Black Forest, houses in Rothenburg, the Town Hall at Munich, the Isar Gate at Munich, a castle on the Moselle, the Cloth Building in Braunschweig, Sans Souci, Cologne Cathedral, commercial buildings in Hamburg, modern housing in Stuttgart, and the Planetarium at Dusseldorf. Most of these pictures have captions which refer to architecture.

TABLE I

Line Count of References to Germany and the Germans in Elements of German

Categories	Number of Lines Referring to the Various Categories in			Number of Pictures
	Text	Pictures	Total	
1	2	3	4	5
1. Art	16	435	451	15
2. Daily Life	139	307	446	13
3. Education	27	33	60	1
4. Geography	157	517	674	20
5. Germans in U.S.	11	27	38	1
6. History	10	33	43	1
7. Literature	790	12	802	2
8. Music	152	--	152	--
9. Science	8	15	23	1
Total	1310	1379	2689	54

Approximate Total Number of Lines in the Book 5500

Total Number of Lines Containing References to Germany and the Germans 1712

Other pictures which are more general views include Dresden, Heidelberg, a town on the Rhine, old Hamburg, and shops in Berlin. These pictures do not show architecture so clearly.

Daily Life.--"Daily life" is also treated principally by means of pictures, except for the topics for supplementary reading. The reading topics include the character of the German people, the Leipzig Fair, transportation, commerce, industries of various cities, and a separate full section on industry from a more scientific point of view, listing such things as mines, aeronautics, ship-building, chemistry, and other branches.

The emphasis of the pictures is on sport. Pictures include: hikers on the Rhine, showing their clothing clearly; costumes of the Black Forest; cross-city racing in Berlin; pageantry in Rothenburg; skating in the Alps; skaters in the Spree Forest; sailing near Berlin; a crowd of skiers; a racing shell at Heidelberg; Cologne Cathedral; the commercial district of Hamburg; a guild building at Braunschweig; and a shopping district in Berlin. These pictures are not connected with the text, but have good explanatory captions.

Text treatment of "daily life" is slight. A description of Berlin mentions briefly commerce and transportation in that city. The essay "Deutschland" names important commercial cities, and mentions Cologne Cathedral and the

St. Thomas Church in Dresden, although not in a religious connection. Holidays, such as Christmas and New Year, and summer vacations in the mountains, are mentioned in a description of the life of a German school boy. A short description of Christmas in Germany, mentioning the Christmas tree, presents, and singing, is given. Several proverbs are quoted.

Education.--"Education" is given somewhat specialized treatment in the essay "Wer ist Hans Müller", which mentions that Hans is in the Gymnasium, names the subjects he takes, the school hours, and the various vacations. The essay "Deutschland" mentions the importance of Cologne and Bonn Universities. Frankfort University is listed under topics for reading in relation to Frankfort. A view of Heidelberg is provided, with a caption stating that it is a university city.

Geography.--"Geography" is given concentrated treatment in the essays "Deutschland" and "Berlin", and in the topics for reading. Numerous pictures are given.

The two-page essay "Deutschland" discusses boundaries; the rivers Elbe, Danube, Rhine, Weser, Oder; the cities Berlin, Dresden, Munich, Bremen, Hamburg, Frankfort, Rothenburg, Nuremberg, Heidelberg, Bonn, Cologne, Dusseldorf; several states; population; and the government. Something important is mentioned about each subject, but of course

in an essay of this length, the references are brief. This essay is followed by a short special description of Berlin.

The topics for reading on "geography" are well organized and appear at the beginning of the book. They include the location of Germany, population, climate, mountains, forests, lakes, rivers, the cities Frankfort on Main, Mayence, Berlin, Leipzig, transportation, and a full section on industry which includes the Ruhr.

Pictures include the Town Hall and Isar Gate in Munich, Sans Souci at Potsdam, Cologne Cathedral, Dresden, Hamburg, Heidelberg, the Spree Forest, the Black Forest, Berlin, the Rhine, Rothenburg, the Alps, new houses at Stuttgart, the Planetarium at Dusseldorf, the Cloth Building at Braunschweig. The pictures are not connected with the text, except for the views of Hamburg and Berlin, which accompany the essay "Deutschland". A pictorial map is given on the inside of the cover.

Germans in the United States.--This category is treated only by a frontispiece of General von Steuben, with a caption quoting from George Washington, and the inclusion of von Steuben in the topics for reading under "Famous Germans".

History.--"History" is also given little treatment. The essay "Deutschland" mentions that the Republic was founded in 1919, and describes the government of the Republic. Frederick the Great and Hindenburg are included in the topics

for reading under "Famous Germans". A picture of Sans Souci is given, with a caption mentioning Frederick's library and interest in horticulture.

Literature.--Treatment of "literature" consists of several of Grimm's tales, poems, and topics for reading.

"Dornröschen", "Schneewitchen", "Hänsel and Gretel", "Hans im Glück", and "Rotkäppchen" are quoted from Grimm, but Grimm's name is not mentioned, and the book does not state that these tales are of German origin. The latter four are offered in succession, making, in the opinion of the writer, too strong a dose of fairy tales for high-school students. Because the origin of these tales is not mentioned, no credit can be given for them on the rating scale.

A variety of poems are quoted. These are: "Ein Fichtenbaum steht einsam", "Du Bist wie eine Blume", and "Loreley", (with music and picture), from Heine; "Vergissmeinnicht", from Hoffmann von Fallersleben, and four other lines from the same author; the folk song "Doktor Eisenbart"; "Tragische Geschichte", from Chamisso; "Der gute Kamerad", from Uhland; "Wandrers Nachtlied", "Heidenröslein", and "Gefunden" from Goethe.

Pictures of Goethe and Schiller, with a caption mentioning their friendship, are given.

The only other treatment of "literature" is in the topics for reading, which include Goethe, Schiller, Lessing,

Heine, Kleist, Sudermann and Hauptmann, grouped together. No information about them is given. Goethe is also listed for supplementary reading in relation to Frankfort.

Music.--Treatment of "music" consists of topics for reading and the quotation of the songs, "Fuchs, du hast die Gans gestohlen", "Heidenröslein", "Heilige Nacht", "Tannenbaum", "Du, du liegst mir im Herzen", "Lorelei", "Der gute Kamerad", and "Wanderlied im Mai", all with music.

Wagner, Beethoven, Bach, Mendelsohn, Brahms, Schubert, Schumann, and Mozart, are listed together for supplementary reading. The essay "Deutschland" mentions the names of Bach, Mendelsohn, Schumann and Wagner.

Science.--"Science" is treated only in topics for reading, and a picture of the Planetarium at Dusseldorf. Topics for supplementary reading list Gutenberg, in relation to Mayence, Zeppelin and Echener under "Transportation", the place of Germany in chemistry, under "Industry", and Einstein, under "Famous Germans".

Language.--"Language" is listed in the topics for reading under "Germany and its people".

SUMMARY

Previous to a consideration of the value of Elements of German as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

Architecture is well treated by a variety of pictures with descriptive captions. Text treatment is extremely slight.

(2) Daily Life

Numerous pictures are given, especially for sport, some for business and costumes. Good topics for reading are provided, especially on industry. Text treatment is very slight.

(3) Education

An essay gives somewhat specialized treatment to the Gymnasium. Frankfort University is listed under topics for reading, and a few text references to universities are made.

(4) Geography

The essays "Deutschland" and "Berlin" cover much material but are not thorough. Numerous pictures and well-organized topics for reading are provided.

(5) Germans in the United States

Baron von Steuben is listed in topics for reading, and his picture is given elsewhere.

(6) History

The Republic, Hindenburg, and Frederick the Great are mentioned a few times.

(7) Literature

A variety of poems are quoted, a picture of Goethe and Schiller is given, and famous modern and classical authors are listed for outside reading. A number of Grimm's tales are given, but not recorded as German literature.

(8) Music

Bach, Mendelsohn, Brahms, Wagner, are mentioned. A number of famous musicians are listed in the topics for reading.

(9) Science

Einstein and Gutenberg are listed in the topics for reading.

Elements of German shows a wide range in the percentages of listed items treated for the various categories. (See Table II, page 29.) The percentages range from 78 for "art" to 16 for "Germans in the United States". "Germans in the United States", "history", and "science" show distinctly low percentages.

The highest rating for quality of treatment is 3, for "art", "daily life", and "geography". "Education" and "Germans in the United States" rate 2. The remaining categories rate only 1. Considering both ratings and percentages, "art", "daily life", and "geography" are the best treated

categories, although they are all only average. The remaining categories are very poor.

The low rating for literature, which has the largest number of lines, is caused by the fact that the space is used for Grimm's tales, which are not recorded as German literature. Therefore, no credit is given for them.

As previously stated, Elements of German relies on outside reading for treatment of Germany and the Germans. The reading topics for "geography" and "daily life" are especially well organized. For a teacher with the proper library facilities, the book might be valuable. The rating here used, however, can give credit only for material actually provided in the text, and independent of any outside factors.

TABLE II

Line Count of References to Each Category; Percentage of Items Listed under Each Category Which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. Elements of German.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	451	78	3
2. Daily Life	446	58	3
3. Education	60	67	2
4. Geography	674	68	3
5. Germans in U.S.	38	16	2
6. History	43	21	1
7. Literature	302	56	1
8. Music	152	67	1
9. Science	23	29	1

CHAPTER IV

ANALYSIS AND EVALUATION OF GRAMMAR NUMBER TWO:

NEW APPROACH TO GERMAN(11)

GENERAL DESCRIPTION

This book is an elementary grammar designed for either junior or senior high school. It does not supply much reading material, except short "constructed" passages to illustrate grammar studies. The last 28 pages consist of "Lesestücke". Material pertaining to German culture is almost entirely concentrated in the introductory section, "The Germans and Their Language", "Lesestücke", and pictures. The book as a whole does not deal with Germany. Only the pictures scattered through the text sustain the contact with Germany as a country.

The book devotes only about one-seventh of its space to material about Germany and the Germans. (See Table III, page 31.) About half the space occupied refers to more than one category. Most of the references to Germany are in the form of pictures. Space occupied by pictures referring to the various categories is about twice the space occupied by such lines in the text. A small amount of introductory material is given.

(11) Eugene Jackson. New Approach to German for Junior and Senior High Schools. Longmans, Green and Co., New York, 1932. pp. xxiv + 399. $1.44. Preface, 9 pp., The Germans and Their Language, 3 pp., Text 325 pp., (Map and 19 Illustrations), Appendix 31 pp., Vocabularies 30 pp.

TABLE III

Line Count of References to Germany and the Germans in New Approach to German

Categories	Number of Lines Referring To the Various Categories in				Number of Pictures
	Introductory Material	Text	Pictures	Total	
1	2	3	4	5	6
1. Art	--	11	226	237	9
2. Daily Life	--	145	138	283	6
3. Education	--	3	---	3	--
4. Geography	--	162	475	637	16
5. Germans in U.S.	14	2	---	16	--
6. History	--	49	---	49	--
7. Literature	7	34	33	74	1
8. Music	4	118	---	122	--
9. Science	12	19	45	76	2
Total	37	543	917	1497	34

Approximate Total Number of Lines in the Book 7300

Total Number of Lines Containing References to Germany and the Germans 1022

"Geography" is the category receiving the most space, with 637 lines. "Daily life" and "art" come next with 233 and 237 lines respectively. "Education" receives least attention, with only 3 lines. "Geography" and "art" have the largest space for pictures.

DETAILED DESCRIPTION BY CATEGORIES

Art.--With the exception of a mention of the museums of Munich, and an essay describing the age, beauty, towers, and location of the Cologne Cathedral, with picture, the art material consists entirely of pictures of buildings. The types of architecture are varied, and include the castles Marksburg, Rheinstein, and Ehrenberg, the Goethe House in Frankfort, old Rothenburg, Cologne Cathedral, and such modern types as the Einstein Observatory, buildings in Stuttgart, and the German Museum. Except for some of the castles, the pictures are clear. They are not connected with the text.

Daily Life.--This topic receives little attention. Such items as schools and railroads are occasionally referred to in the exercises, but they are in no way related to Germany. In fact, the locale seems to be more American than German, where it is indicated at all.

Industry is treated by a picture of the Krupp iron works, with a reading section stating that these are the largest iron works in Europe and that iron ore is mined in the Ruhr district, the Harz, and the Erz Mountains.

Transportation is briefly treated. A set of questions about Germany includes a reference to the Bremen and the Europa, Germany's greatest liners, with a picture of the Bremen elsewhere in the book. There are also a few references to German airplanes and railroads and a picture of Germany's largest seaplane. A picture of the stadium at Berlin is the only reference to sport. A picture of castle Ehrenberg is accompanied by a short description of castle life in mediaeval times. "Eine Schlossgeschichte" is a humorous tale of a knight and his cellarer, with a mention of the importance of Rhine Wine. Religion is treated by a picture of Cologne Cathedral, with description. Twelve proverbs and two pages of children's game rhymes are quoted.

Education.--"Education" receives no attention except for the statement that Heidelberg is noted for its university.

Geography.--This category is the most fully treated of any. The treatment is largely concentrated into a group of twenty map questions referring to the Rhine wine industry and important facts about Essen, Heidelberg, Danzig, and Nuremberg; a group of eight numbered statements referring to German political divisions, cities, mountains, population and boundaries; an essay on the Rhine River; a description of Munich; an essay on the Cologne Cathedral; a statement of the location of iron mines; and pictures. The names of most of the principal cities, rivers and mountains are

mentioned in the grammar exercises, but not in a significant manner.

Pictures include the Zoological Garden, Tiergarten, and Stadium, of Berlin, the Observatory at Potsdam, modern housing at Stuttgart, old Frankfort and Rothenberg, several castles, Cologne Cathedral, iron works at Essen, the Zugspitze and Königsee in the Alps, and a two-page map. A few pictures are connected with the text.

Germans in the United States.--An English paragraph in "Germans and their Language" states that there are millions of Germans here, and mentions the names of von Steuben, Schurz and Siegel, but tells nothing about them. It also mentions the importance of German-American trade. A group of questions about Germany, in the main text, contains one reference to Baron von Steuben's role in the American Revolution.

History.--This category is treated only in a description of the Battle of Waterloo, referring to the important role of General Blücher and his army, and in a group of questions (answers supplied) referring to the Republic, William II, Bismark, Hindenburg, Danzig, and the flag.

Literature.--An English paragraph in the introductory section "Germans and Their Language" mentions the greatness of German Literature and gives the names of such prominent men as Goethe, Schiller, Heine, Hauptmann, Wasserman, and

Ludwig, but tells nothing specific about them. Textual treatment consists only of a picture of the Goethe House at Frankfort, with Goethe's dates, a mention of Roda Roda, the humorist, and quotation of the poems "Heidenröslein" and "Der Gute Kamerad". The Rhine legend of the Lorelei and Heine's poem on that subject are mentioned.

Music.--"Germans and Their Language" mentions German prominence in music, and the fame of Beethoven, Brahms, Wagner, Mozart, Schumann, Mendelsohn, and Bach. Textual treatment consists of quotations of the songs, "Tannenbaum", "Tick Tack Uhrchen", "Fuchs, du hast die Gans gestohlen", "Heidenröslein", and "Der gute Kamerad", all with music. A group of questions contains one question on Wagner and one on Beethoven, answers supplied.

Science.--The introductory section, "Germans and Their Language", states that Germany is very important in many fields of science, especially medicine. The text provides a picture of the Einstein Observatory at Potsdam, and one of the German Museum at Munich, with a short description of its contents. It states that Gutenberg printed the first book, a Bible, in the fifteenth century. A group of questions about Germany, with answers supplied, contains questions on Koch, Gutenberg, Eckener, Röntgen, Einstein.

Language.--The introductory section, "Germans and Their Language", contains a paragraph on the use of German in

other countries, and a page on the language element in English, stressing German.

SUMMARY

Previous to a consideration of the value of New Approach to German as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

A number of pictures are given of various types of architecture, together with a description of Cologne Cathedral. The museums of Munich are mentioned.

(2) Daily Life

Iron works and mines, transportation, and mediaeval castle life receive slight treatment. Pictures are given of a stadium and of Cologne Cathedral.

(3) Education

The fame of Heidelberg University is mentioned.

(4) Geography

Most of the listed items are covered in groups of questions and short statements, with a number of pictures. Few descriptions are given.

(5) Germans in the United States

The number of Germans here, Baron von Steuben, and Carl Schurz are mentioned.

(6) History

The battle of Waterloo is described. A group of questions and answers is given, about the Republic, William II, Bismark, Ebert, Hindenberg, and Danzig.

(7) Literature

The introductory passage comments on the importance of German literature and mentions a number of prominent authors. The text quotes "Heidenröslein" and "Der gute Kamerad". A picture of Goethe's house is given.

(8) Music

The English introduction comments on German prominence in music and mentions seven prominent composers. The text mentions Wagner and Beethoven.

(9) Science

The importance of German science, Einstein, Koch, Gutenberg, Röntgen, and the German Museum are briefly treated.

New Approach to German shows a low percentage of listed items treated for all categories except "science", "music", "geography", and "art", which show percentages ranging from 86 to 56, respectively. (See Table IV, page 39.) The other categories show percentages ranging from 50 for "Germans in the United States" down to 28 for "history".

The ratings for quality of treatment are also low. The highest rating is 3, for "art" and "geography". The other categories are all rated 1 or 2.

Considering both percentages and ratings, "art", "geography", "music", and "science" are the best categories in the book, but they are all poorly treated. The other categories are completely negligible.

TABLE IV

Line Count of References to Each Category; Percentage of Items Listed under Each Category which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. New Approach to German.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	237	56	3
2. Daily Life	283	42	1
3. Education	3	33	1
4. Geography	637	62	3
5. Germans in U.S.	16	50	2
6. History	49	28	2
7. Literature	74	44	1
8. Music	122	75	2
9. Science	76	86	2

CHAPTER V

ANALYSIS AND EVALUATION OF GRAMMAR NUMBER THREE: BEGINNERS' GERMAN.(12)

GENERAL DESCRIPTION

Beginners' German is a grammar intended to provide a complete basic course for beginning students. The book has been carefully planned to give the pupil organized information about Germany. Each lesson includes a German reading passage half a page or more in length. In these passages an attempt is made to introduce material about Germany at an early stage, and the cultural subjects have been arranged in units throughout the book. Most of the reading is of the essay type, and constructed to illustrate the day's grammar lesson. Little attempt is made to disguise the cultural material in narrative, but it is not uninteresting, partly because the book is so well illustrated. The material is constantly reviewed in exercises and reading, and is well distributed through the text.

In addition, ten passages of collateral English reading on Germany and the Germans are scattered through the text. These overcome the beginner's language handicap and enable him to learn about Germany from the very first lesson.

(12) Edwin H. Zeydel. Beginners' German. D. C. Heath and Co., 1933. pp. xv + 379. $1.60. Preface 3 pp., Introduction 11 pp., Text 307 pp., (Map and 54 Illustrations), Appendix 15 pp., Lieder 6 pp., Vocabularies 35 pp., based on Morgan's German Frequency Word Book and Hauch's German Idiom List. (Preface.)

The book devotes over a third of its space to Germany and the Germans. (See Table V, page 42.) A little less than one-third of the lines given to Germany and the Germans refers to more than one category. The number of lines given to such material in the text and in pictures is about evenly divided.

Almost one-quarter of the lines referring to the various categories refer to "geography", with 1194 lines. "Art" and "literature" receive the next largest amount of space, with 640 and 632 lines respectively. The smallest amount of space is given to "science", with only 1 line. "Geography" and "art" have by far the largest number of pictures.

DETAILED DESCRIPTION BY CATEGORIES

Art.--Treatment of "art" consists of numerous pictures, usually of architecture, an English essay, and occasional references in the German text.

The one-page essay in English gives brief biographies of Dürer, Holbein, von Schwind, Böcklein, and Klinger, mentioning their famous works. The German text gives a brief description of Cologne Cathedral in an essay on that city. The text also mentions Dürer's "Vier Aposteln" apropos of Munich, with Dürer's dates and the fact that he lived in Nuremberg. The essay on Dresden describes Raphael's "Madonna", which is in that city.

TABLE V

Line Count of References to Germany and the Germans in Beginners' German.

Categories	Number of Lines Referring to the Various Categories in: Text (Including Lieder)	Pictures	Total	Number of Pictures
1	2	3	4	5
1. Art	59	581	640	31
2. Daily Life	236	226	462	13
3. Education	71	57	128	4
4. Geography	580	614	1194	32
5. Germans in U.S.	40	24	64	1
6. History	245	156	401	7
7. Literature	429	203	632	8
8. Music	128	86	214	4
9. Science	1	---	1	--
Total	1789	1947	3736	100

Approximate Total Number of Lines in the Book 7500

Total Number of Lines Containing References to Germany and the Germans 2808

Many types of architecture are pictured: modern homes and apartments of various styles, school buildings, the Reichstag Building, the National Gallery at Berlin, the Zwinger and Opera House at Dresden, old houses at Nuremberg and Rothenburg, old churches, a village in the Bavarian Alps, the New Palace at Potsdam, castles, the Kochbrunnen at Wiesbaden, and others. Several monuments, the Goethe-Schiller statue at Weimar, and Dürer's "Charlemagne" are reproduced. Nearly all the pictures are related to the text, although not as art.

Daily Life.--This category is treated chiefly in an English essay on the German character, four interesting sections on the "Wandervögel", and in passages on "geography" in German and English.

The two-page essay on the German character stresses the idealism, individualism, many cultural centers, the traits of the people in different sections. The "Wandervögel" essay, with two pictures, describes the activities of this group very clearly and at length. The various industries, such as mining, shipping, agriculture, and the book trade, with their centers, the baths, the summer resorts, the Passion Play, are described in the English essay on geography. Transportation by train and plane is mentioned occasionally, with pictures of the Tempelhof at Berlin and of modernistic trains. The automobile industry at Cologne

and the railway-coach industry at Breslau are mentioned. References to religion consist of a few pictures of famous churches and an explanation of the Protestant Reformation in the English essay on history, telling which parts of Germany are Protestant and which Catholic.

Other items included in the German passages are a discussion of the baths at Wiesbaden, with picture, the rush of city life, walking tours, the folk dancing, songs and Hofbräuhaus at Munich, winter sports in the Harz, the old travel by coach, with a picture of a post horn, a picture of the new exposition building at Dresden.

Education.--This category is very fully treated in a two-page English essay which discusses all types of schools and courses, university life, school requirements, and degrees. The German text gives only references to the Universities of Leipzig and Breslau, with pictures. There are also pictures of new school buildings and of Heidelberg University.

Geography.--This category is treated at such length as to be almost over-emphasized, with sixteen German essay passages and four pages of English essay devoted expressly to "geography". All the material is richly illustrated. Much of it is written in the first person as an eye-witness account. A good map is given.

The English section discusses Germany's area, boundaries, population, climate, topography, industries and mines, summer resorts, watering places, some states and cities, and important rivers and mountains. This section seems designed for background for the succeeding German reading. The German passages, grouped together in successive lessons, include separate essays on rivers, mountains, Regensburg, Munich, Nuremberg, and Rothenburg, Leipzig, Dresden, Breslau, the Rhine, Mayence and Wiesbaden, Coblenz, Bonn and Cologne, and the composition of the German state. These essays are each half a page or more in length and describe the interesting and important features of each city or district.

Among numerous other items referred to may be mentioned: Hamburg, Frankfort, Oberammergau, the Wartburg, Potsdam, Weimar, Berlin. Pictures include the Bavarian Alps, Hamlin, the Zwinger at Dresden, Hamburg, the New Palace at Potsdam, government buildings at Berlin, the University and Bach Monument at Leipzig, the Beethoven House at Bonn, Cologne Cathedral, and numerous others.

Germans in the United States.--This subject is given special treatment in the English essay on history, which tells how Frederick the Great sent Baron von Steuben to this country, and in a one-page biography of Carl Schurz, in German, which stresses Carl Schurz's political service here.

History.---History is given special treatment in a four-page English essay on political events, a two-page English essay on the Constitution of the Republic, and incidental treatment in the German reading and exercises.

The English essay includes Charlemagne and the Holy Roman Empire, several famous emperors of the Middle Ages, the Reformation, the Thirty Years War, the rise of Prussia, Frederick the Great, Napoleon, Bismark, the territorial losses after the World War. The items listed under "history" are well covered, and considerable additional detail given. The essay gives a clear picture of the rise of Germany. The German reading gives the dates of the Republic, the legend of Barbarossa, a discussion of the age and Roman ruins of Mayence, a description of the Walhalla, and an explanation of the Revolution of 1848, apropos of Karl Schurz. Pictures include the government buildings at Berlin, Charlemagne, the palace of Frederick the Great, and several monuments.

Literature.---All periods and types of literature are well treated, by essay, quotation, and summary.

A two-page English essay gives a complete sketch of German literature from the beginning to the present time, including discussion of the heroes of legends, the Middle High German period, the "Nibelungenlied", "Parzival", Walthar von der Vogelweide, Goethe, Schiller, Lessing, Heine,

Hauptmann, with picture, and Thomas Mann. The discussion is clear and comprehensive.

In German is given a bibliographical sketch of Goethe and Schiller, with a picture of Goethe and one of the Goethe-Schiller statue at Weimar. The only quotations from these authors are "Gefunden", "Heidenröslein" (with music), and "Schützenlied" (with music).

Summaries are given of the sagas "Siegfried", "Parzival" and "Lohengrin", of "Die drei Ringe", with a picture of Lessing, and of the legends of Barbarossa and of the Lorelei. Heine's "Lorelei" with music and picture is quoted, as well as the poems "Mein Vaterland", "Der frohe Wandersmann", and four other lines from Heine. "Die Andernacher Bäckerjungen" is also summarized.

Incidental references inform the pupil that Hans Sachs lived in Nuremberg in the sixteenth century, that Luther translated the Bible in the Wartburg, that Weimar, the city of Goethe, is the symbol of intellectual life in Germany, and that the Wandervögel are often the subject of modern literature.

Music.--"Music" is well treated in an English essay stressing the importance of German music, the German love for music, and giving a short discussion of Bach, Handel, Mozart, Beethoven, Schubert, Wagner, with a picture, and Strauss. In German is given a biography of Beethoven, with

a picture of Beethoven and of his house at Bonn. Reference incidentally is made to the monument to Bach, and to the folk songs of Bavaria. A picture of the Dresden Opera House is given. Four songs with music, "Schützenlied", "Tannenbaum", "Lorelei", and "Heidenröslein" are quoted at the end of the book.

Science.--"Science" is treated only by one mention of the German Museum at Munich.

Language.--A two-page English essay discusses the places where German is spoken, the number of people using it, its relation to English, the use of High and Low German and dialects.

SUMMARY

Previous to a consideration of the value of Beginners' German as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

This category is well covered in an English essay, and receives incidental treatment in German. Numerous and varied pictures of architecture and a reproduction of Dürer's "Charlemagne" are provided.

(2) Daily Life

English and German essays give concentrated treatment. The German text gives incidental references.

A few pictures are given. Industry, the Youth Movement, transportation, sport, the Passion Play, the German character, and religion are the most stressed items.

(3) Education

This subject is given extensive treatment in an English essay, and occasional references in German. There are several pictures.

(4) Geography

This subject receives concentrated treatment in English and German essays, and numerous incidental references in German. It is the most emphasized category. Numerous pictures and a good map are given.

(5) Germans in the United States

Baron von Steuben is treated in an English essay on history, and Carl Schurz is treated in a biographical passage in German.

(6) History

This category is extensively treated in an English essay, and receives incidental treatment in German. Several pictures are given.

(7) Literature

This category is well treated in English and German essays, and in incidental references. Several pictures are given.

(8) Music

English and German essays give concentrated treatment to this subject. A few pictures are given. The category is covered except for Mendelsohn, Brahms, Haydn, Schumann, and Music Festivals.

(9) Science

A reference is made to the German Museum.

Beginners' German shows a uniformly high percentage of listed items treated under all categories except "Germans in the United States" and "science". (See Table VI, page 51.) Two categories, "art" and "education", have all details treated. "Literature" has 88% of listed details treated, "geography" and "history" each have 86%, while "music" has 67%, and "daily life" has only 50%.

The ratings for quality of treatment are all very superior, except that for science, which is very inferior.

Considering both ratings and percentages, "art" and "education" are remarkably well treated. "Literature", "geography", "history", and "music" are also excellent. "Daily life" and "Germans in the United States" receive excellent quality of treatment, although their percentages are lower. Treatment of "science" is negligible.

TABLE VI

Line Count of References to Each Category; Percentage of Items Listed under Each Category Which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. Beginners' German.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	640	100	5
2. Daily Life	462	50	5
3. Education	128	100	5
4. Geography	1194	86	5
5. Germans in U.S.	64	33	5
6. History	401	86	5
7. Literature	632	88	5
8. Music	214	67	5
9. Science	1	14	1

Boston University
School of Education
Library

CHAPTER VI

ANALYSIS AND EVALUATION OF READER NUMBER ONE: A SECOND GERMAN BOOK.(13)

GENERAL DESCRIPTION

A Second German Book is designed for pupils who have already studied some German. Part I, the grammar-review section, contains numerous reading passages. Part II, the reader, contains a wide variety of narratives and essays, and twenty-seven pages of poems. Much of the material is taken from popular modern German authors, such as Müller-Partenkirchen, Trojan, and Julius Koch, and much from the works of American travelers in Germany, such as Phillips and Newman. For this reason, the material is interesting and amusing, and tends to create an intimate picture of German people and events as individuals studied from a literary point of view, rather than to present an organized body of cold facts. The reader is really a mixture of light modern literature and travel anecdotes. The book also contains a number of intimate essays on important personalities, designed to sketch the personality through anecdote, rather than to present an array of facts. The whole is richly illustrated, but most of the pictures are not discussed in the text.

(13) Frederick Betz and Charles Holzwarth. A Second German Book. New York, American Book Co., 1933. pp. xviii + 492. $1.60. Preface, 5 pp., To the Teacher 3 pp., Part I, Grammar Review, 187 pp., Part II, Reader, 210 pp., Map and 79 Illustrations, Vocabularies 70 pp., containing most of the words in the New York State Department of Education list. (Preface.)

The device of a marginal vocabulary for low-frequency words enables the pupil to read more difficult and interesting material than he could otherwise handle.

A Second German Book devotes over half of its space to Germany and the Germans. (See Table VII, page 54.) About half of the lines referring to Germany and the Germans refer to more than one category. The number of lines in the text referring to the various categories is about twice the number in pictures.

The largest amount of space is given to "literature", with 2979 lines; "geography" is next with 2043 lines, most of which are in pictures, and "art" third with 1110 lines, almost entirely in pictures. "Education" receives the smallest amount of space, with only 48 lines. "Geography" and "art" have the largest space for pictures.

DETAILED DESCRIPTION BY CATEGORIES

Art.--Treatment of "art" consists of a few references to art galleries and forty-four pictures representing all types of architecture and the painters Dürer and Holbein.

Among the best pictures of architecture are: the railroad station at Stuttgart, with a caption saying it is a fine example of twentieth century architecture; the Chile House at Hamburg, with a caption calling attention to its shape; the Youth Shelter at Bremen, with an essay on the "Wandervögel"; houses in the Black Forest; fortifications

TABLE VII

Line Count of References to Germany and the Germans in A Second German Book

Categories	Number of Lines Referring to the Various Categories in			Number of Pictures
	Text	Pictures	Total	
1	2	3	4	5
1. Art	14	1096	1110	45
2. Daily Life	1165	642	1807	28
3. Education	33	15	48	1
4. Geography	646	1397	2043	60
5. Germans in U.S.	118	----	118	--
6. History	138	113	251	4
7. Literature	2886	93	2979	5
8. Music	380	138	518	6
9. Science	255	66	321	3
Total	5635	3560	9195	152

Approximate Total Number of Lines in the Book 11,600

Total Number of Lines Containing References to Germany and the Germans 6,630

at Nuremberg, Cologne, and Lübeck; the Cathedral of Worms, with date; the Tower of Rostock; Castle Lichtenstein; a house at Hildesheim; the interior and exterior of Cologne Cathedral; the Nikolai Church at Hamburg; the Market Place at Frankfort on Main; the City Hall at Leipzig; the Hall of Fame at Regensburg; and Dresden Palace. A wide variety of other less clear views, especially of cities, is provided.

Excellent reproductions are given of Dürer's "Melancholia", "Saint Jerome", and "The Knight", with a caption mentioning Dürer's dates and his importance, and of Holbein's "Merchant", with a caption mentioning Holbein's dates and importance.

The museums of Dresden are mentioned in the essay "Der wunderbare Wiese".

Daily Life.--Treatment of "daily life" consists of numerous pictures, incidental references, and essays of a literary character, describing the temperament and behavior of the German people. Little space is devoted to organized didactic description of the text-book variety. Most of the material is on modern city life.

The happy spirit of the German people, their joy in simple pleasures, the cafes, crowds, are well described in a three-page essay, "Aus dem Alltagsleben". "Englisch in Deutschland" describes the passion of all classes for learning English. "Die neue deutsche Frau" is an interesting

essay on the new emancipated woman, describing her clothes, independence, entrance into business, love of sports, even the diet fad!

"Weimar", by Phillips, describes the Americanized night life and cafes, in contrast with a veterans' celebration. The impersonal atmosphere of the metropolis is described in "Berlin", by Stinde. "Berlin", by Hermann, describes the joy of the people in spring. The popular love of reading and the inexpensiveness of books are discussed in "Lesen und Bücher", by Newman. "Weimar", by the same author, describes the German love of walking, the long hikes, the love of the theater. Two essays on music describe the love of music, the size of the theaters, the low prices, the behavior of audiences. An essay on Stresemann describes the actors' club in Berlin.

The Youth Movement is treated in a fine seven-page essay on the "Wandervögel", describing their activities, shelters, spirit, financial backing, prices. Two pictures of Youth Shelters are included. In addition to this stress on German love of sports and hiking, pictures are given of three large stadiums and a children's camp.

Two quotations from old newspapers are given, including one about the first German railroad, with a picture. Pictures are also given of the new railroad station at Stuttgart, a railroad bridge in the Schwarzwald, ships at

Hamburg, a Zeppelin over Berlin. Numerous incidental references to transportation are given, but no description.

Industry is treated by a description of the shipping industry at Hamburg, with a picture of the harbor, a description of the factories at Essen, a picture of the Saar coal region, and a picture of the Chile House at Hamburg. Occupations, such as those of police, waiters, conductors, servants, porters, are often referred to. "Meister Pfriem" mentions the occupations and clothing of the Middle Ages. Hotels, cafes, and modern machines are often mentioned.

Many references to food and several references to clothing occur. Clothing is illustrated by a picture of an Alpine guide, costumes of the Black Forest, costumes of the period of Mozart, the costume of Holbein's "Merchant", costumes of the early nineteenth century. Festivals and holidays are treated by a picture of the Leipzig Fair, and a picture of Rothenburg, with a caption mentioning the folk-play there. A page from a newspaper, celebrating the Goethe Centenary, is reproduced. Several proverbs are quoted. Religion is treated by a statement that northern Germany is Catholic, and by numerous pictures of churches.

Education.--This category is not given special treatment. There are a few references to the Gymnasium, a picture of Göttingen, mentioned as a university town, references to school classes going on hikes and to see the

Goethe Archives, and to the date of founding of Heidelberg University.

Geography.--"Geography" is given concentrated treatment in a number of essays and many pictures. "Etwas über Geographie" describes the various sections of Germany, and mentions Hamburg, Bremen, Lübeck, Kiel, Dusseldorf, the Harz, the Giant Mountains, the Erz Mountains, Thuringen Forest, Frankfort, Munich, Nuremberg, Heidelberg, Rothenburg, Mayence, Bonn, Cologne, Worms, the Alps, the Königsee, the Lake of Constance, several states, and other items, in a sketchy manner. The essay is two pages long, and accompanied by a picture of the Baltic Sea.

"Allerlei Interessantes über Deutschland" tells in what foreign countries Germans live, compares the population and area of Germany with those of other countries, discusses emigration, and stresses the number of countries bordering on Germany. A picture of the Giant Mountains accompanies the essay. A five-page essay, with picture, is devoted to the German Museum of Munich. The river traffic and shipping at Hamburg are described in the essay "Auf der Elbe" which is accompanied by a picture. Two essays on Weimar are given, one describing it as a seat of literature, where the Goethe-Schiller relics are kept, the other describing the modern Americanized Weimar. The impersonal atmosphere of the metropolis is described in "Berlin". "Die wunderbare Wiese"

describes the landscape on the Weser, the Ratskellar at Bremen, factories at Essen, and gives a few lines each to Potsdam, Berlin, Nuremberg, and Dresden. The Rhine is treated briefly in the anecdote "Geographie". Many pictures of the Rhine are also given.

Two short essays give the German population of various countries of the world, and figures comparing the wealth, number of automobiles, et cetera, of Germany and the United States.

The remaining treatment, except for scattered references, consists of fifty-seven pictures. These include views of Bremen, Berlin, Hamburg, Cologne, Lübeck, Dresden, Munich, Hildesheim, Nuremberg, Rothenburg, Heidelberg, Leipzig, Dusseldorf, Regensburg, Frankfort, Stuttgart, Worms, Mayence, Rostock, the Black Forest, the Alps, the Lake of Constance, and others. Several views are given for most places, but they are usually not connected with the text.

Germans in the United States.---This category is treated by an interesting three-page essay on the Germans in New York, tracing their history from the colonial period, and naming many prominent men and their achievements. Carl Schurz and the Emigration of 1848 are briefly referred to. A table of statistics gives the German population in the United States.

History.--"History" is treated only by incidental references and an essay on Stresemann, describing him giving a lecture on Goethe, and stressing Stresemann's importance as a statesman.

The Reformation, the Thirty Years War, the number of wars fought in Germany, the World War, Napoleon, Hindenburg, Ebert, Frederick the Great, the Weimar Constitution, are mentioned very briefly in various connections. A few lines are devoted to the Republic.

Pictures are given of Frankfort on Main, with a caption saying that the emperors of the Holy Roman Empire were chosen there; of Louise, the beloved queen of Prussia; of the Tomb of the Unknown Soldier; and of Frederick the Great's Palace, Sans Souci.

Literature.--A very large amount of space is devoted to light modern prose writers, and twenty-seven pages to poetry. Several anecdotes and essays on the classical Goethe are given, and two tales from Grimm.

These light prose writings include the anecdotes "Geographie", "Französisch", "Matematik", and "Die Summe", by Müller-Partenkirchen, "Das Veilchenstrauss" and "Verschiedene Übergänge", by Trojan, "Das Mittagessen im Hofe" by J. P. Hebel, "Der Nobelpreis" by Julius Koch, "Die unsterbliche Matrasse" by Ottmann, "Der stille Sommer" by Lichtenberg. Essays are "Die Jahre", and "Berlin", by Julius Stinde,

"Frühlingsonntag in Berlin" and "Berlin", by Georg Hermann, "Die wunderbare Wiese", by Peter Baum, and "Auf der Elbe" by Scharrelmann.

The poetry includes numerous short pieces by such authors as Goethe, Eichendorff, Hebbel, Flaischlen, Reinheimer, Rückert, Brentano, Uhland, Bierbaum, Claudius, Möricke, Storm, Busse, Heinrich Seidel, Anna Ritter, and others, as well as a number of folk songs.

The Grimm tales "Adam and Eva" and "Meister Pfriem", and an incident about Wilhelm Grimm, are given.

The treatment of Goethe is unusual. Instead of a biographical summary, several interesting incidents about Goethe are given, which draw a personal picture of him. A description of Stresemann's lecture on Goethe, stressing his love for the great author, and a five-page essay on Weimar, describing the Goethe-Schiller Archives, the universal reverence felt for Goethe, and naming several of his works, create a much stronger impression of Goethe's living influence than any cut-and-dried biography could do. Pictures show Goethe, his puppet theater, his arm chair, and a page from a newspaper celebrating his centenary. Scattered references to his name and works occur. "Wandrers Nachtlied", "Türmerlied", " Heidenröslein", and "Gefunden" are quoted.

Schiller receives little attention, except for his picture, a quotation from Goethe describing how he wrote Wilhelm Tell, and a few scattered references.

Music.--Treatment of "music" is similar to that of "literature" in that it consists of intimate anecdotes, rather than formal biography. A vivid impression of the popularity of music in Germany comes through essays by Phillips and Newman, describing the German love of music, the fine productions, and a performance of an opera of Wagner. Mozart, Weber, Strauss, and others, are mentioned, with pictures of Bach and Wagner.

Material about individual musicians consists of two anecdotes about Mozart as a child, with pictures; anecdotes about Liszt, Haydn, and Beethoven, with a picture of the latter; a reference to the friendship of Beethoven and Goethe; the essay "Die Zahl 13 in Richard Wagners Leben", which is really a short biography; and a moving essay on the tragic life of Schubert, with picture.

Science.--Treatment of "science" consists principally of a fine five-page description of the German Museum, giving its history and a full description of the exhibits, with a picture of the building.

Other material consists of a picture of the Gutenberg statue at Mayence, with a caption saying that Gutenberg invented printing, an anecdote telling about the mathematician Gauss, and an autobiographical sketch by Schliemann, telling how he learned languages.

SUMMARY

Previous to a consideration of the value of A Second German Book as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

Architecture is well treated by numerous pictures. Reproductions are given from Holbein and Dürer. The museums of Dresden are mentioned.

(2) Daily Life

The spirit and temperament of the people are well treated in essays. The Youth Movement is also very well treated. Numerous pictures are given. Most of the listed items are covered by incidental treatment.

(3) Education

The universities and the Gymnasium are occasionally referred to.

(4) Geography

This subject is given concentrated treatment in a few essays and numerous pictures. Most of the listed items are treated briefly.

(5) Germans in the United States

Carl Schurz, the Emigration of 1848, and the German population here, are briefly referred to. A good essay is given on the Germans in New York.

(6) History

The Reformation, Napoleon, the Republic, Frederick the Great, modern statesmen, are referred to very briefly.

(7) Literature

Goethe is well treated by anecdotes and quotation of a few poems. Schiller is mentioned briefly. Grimm's tales, modern prose, and modern poetry are well treated by quotations.

(8) Music

Mozart, Haydn, Beethoven, Wagner, and Schubert, are well treated by essay and anecdote. Several other composers are mentioned.

(9) Science

An excellent essay is given on the German Museum. The Gutenberg statue is pictured.

This book shows, with three exceptions, a uniformly high rating for quality of treatment. (See Table VIII, page 66.) Only "history" and "education" are inferior. "Literature" and "music" are both rated very superior; "art", "daily life", "geography", and "science" are superior.

No category is omitted. No category has all its items treated, but the percentages are all above 50, with the exception of "science". "Art" and "daily life" have the highest percentages, 89 and 83, respectively.

Considering both the percentages and the ratings, A Second German Book is valuable for "art", "daily life", "geography", "literature", and "music". The treatment of "science" is also very good, although only two items are included. The treatment of "Germans in the United States" is fair, while the book is almost valueless for "education" and "history".

TABLE VIII

Line Count of References to Each Category; Percentage of Items Listed Under Each Category Which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. A Second German Book.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	1110	89	4
2. Daily Life	1307	83	4
3. Education	48	67	1
4. Geography	2043	76	4
5. Germans in U.S.	118	67	3
6. History	251	50	1
7. Literature	2979	56	5
8. Music	518	50	5
9. Science	321	29	4

CHAPTER VII

ANALYSIS AND EVALUATION OF READER NUMBER TWO: EMIL UND DIE DETEKTIVE.(14)

GENERAL DESCRIPTION

Emil und die Detektive is a fascinating story of real-life boys, and has a fast-moving, mysterious plot. It is a tale which both pupils and teachers would enjoy. In spite of the small vocabulary, the style of writing is charming and not at all childish. The entire story takes place in the vicinity of Berlin, and in the development of the story a lively image of modern city life is created. As the plot is the principal concern of the book, there is little formal description of Germany and the Germans. The chief effect of the book is to portray delightful modern German people, as individuals.

The book actually devotes about one-third of its space to specific references to Germany and the Germans. (See Table IX, page 68.) Almost none of these lines refer to more than one category. The great bulk of the material about Germany and the Germans is found in the text, although there is some in every part of the book. The text contains nearly five times as much material of this sort as the pictures do.

(14) Erich Kästner. Emil und die Detektive. Edited by Lillian L. Stroebe and Ruth J. Hofrichter. New York, Henry Holt and Co., 1933. Pp. xiii + 134 + lv. $.80. Preface 3 pp., Introduction 3 pp., Illustrations 7 pp., Text 87 pp., Exercises 39 pp., Plan of Berlin 1 p., Vocabulary 52 pp., about 1000 words found in common word lists. (Preface.)

TABLE IX

Line Count of References to Germany and the Germans in Emil und die Detektive.*

Categories	Number of Lines Referring to the Various Categories in						Number of Pictures
	Introduction	Text	Pictures	Notes in Vocabulary	Exercises	Total	
1	2	3	4	5	6	7	8
1. Art	-	1	-	12	3	16	-
2. Daily Life	-	475	121	22	145	763	6
3. Education	-	8	-	21	2	31	-
4. Geography	-	62	25	35	40	162	1
5. Germans in U.S.	-	-	-	-	-	-	-
6. History	-	1	-	11	10	22	-
7. Literature	52	-	27	-	-	79	1
8. Music	-	-	-	-	1	1	-
9. Science	-	-	-	-	-	-	-
Total	52	547	173	101	201	1074	8

Approximate Total Number of Lines in the Book 3526

Total Number of Lines Containing References to Germany and the Germans 1019

* The names "Berlin" and "Neustadt" are only counted once. They occur throughout. Money is also mentioned throughout and is only counted once. The story as a whole is not included in the count for "literature".

By far the largest amount of space refers to "daily life", with 763 lines. Second place goes to "geography", with 162 lines, and "literature" is a poor third with 79 lines. (The story itself is not included in this count.) "Music" receives the least space, with only 1 line, while "Germans in the United States", and "science" are not treated at all.

DETAILED DESCRIPTION BY CATEGORIES

Art.--The Kaisar-Friedrich Museum in Berlin is mentioned once in the text, and also in the description of Berlin in the exercises as a landmark of Berlin. The notes in the vocabulary briefly describe the Museum's contents.

Daily Life.--This is naturally the most extensively treated topic in the book. No special attempt is made to describe the daily life, but the activities of the children in the city are inter-woven with a picture of a bustling modern metropolis.

Transportation is the subject most often mentioned. The description of Emil's trip to Berlin involves many references to railroads. Although the railroad is not described directly, the story creates a clear impression of what a German train is like. Street-cars are also indirectly described. Many references to automobiles, taxis, busses, subways and bicycles occur.

Occupations frequently mentioned are: hairdressers, police and railroad officials, porters, hotel and bank clerks,

reporters, newspaper and flower vendors. The atmosphere of the great city hotel, with its porters, bell-boys, elevators, telephone system, is clearly pictured in the chapter where the boys pursue the thief to his hotel. The boys also visit a bank and a police station. These are not described, but the impression is given that they are rather similar to ours. The Cafe Josty and moving pictures are frequently mentioned. Telephones and telegraph are often mentioned.

Numerous references to money, clothing, and food occur. The pen drawings of the characters illustrate city clothing. Titles such as "Frau Bäckermeister" are explained in the notes. Boxing is the only sport mentioned in the text, although the notes refer to a few others, without comment. The post-war depression is mentioned in the introduction.

Only those subjects are mentioned which naturally occur in the course of the story. Many features are therefore omitted, but a good picture of modern city daily life is created. The impression is that Berlin is rather similar to a large American city.

Education.--This subject occurs in the text only in the word "Oberrealschüler", describing Emil. The notes explain the meaning of the term and describe briefly the courses of other higher schools.

Geography.--Textual treatment of "geography" consists almost entirely of mentions of Berlin streets and landmarks,

and the words Berlin and Neustadt. Unter den Linden, Brandenburger Tor, Tiergarten, and other famous points of Berlin are mentioned. A plan of the city is given, so that the pupils can follow the boys on their man-hunt through Berlin, and thus become familiar with the city.

The exercises include a complete description of Berlin, mentioning incidentally Dresden, Munich, Prussia, Bavaria, and the Elbe, Spree and Havel Rivers. The parks, famous streets and monuments, the University, the National Gallery and the Kaisar Friedrich Museum, the population and commercial importance of Berlin, are mentioned in the description. Something of Berlin's history is also given. The Kaisar Friedrich Museum is further described in the notes.

Germans in the United States.--This category is not treated.

History.--The only text treatment of "history" is a reference to Hindenburg, who is further commented upon in a note. The dates of the Empire, the date of Berlin's origin, and the importance of Frederick the Great and Frederick William of Brandenburg in the growth of Berlin are mentioned in the description of Berlin in the exercises. Bismark's role as the founder of the Empire is also mentioned.

Literature.--This subject is treated only in the introduction, which gives the life of Kästner, a biographical poem, and a few lines about current German literature in general. A

photograph of Kästner is given. The entire story is, of course, itself literature.

Music.--The only treatment of music is a reference to the Opera House in the description of Berlin in the exercises.

Science.--This category is not mentioned.

SUMMARY

Previous to a consideration of the value of Emil und die Detektive as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

The contents of the Kaisar Friedrich Museum are described in the notes.

(2) Daily Life

City life and transportation are well covered. Numerous occupations are mentioned. The treatment is incidental throughout.

(3) Education

The types of higher schools are briefly explained in the notes.

(4) Geography

The treatment is almost entirely concerned with Berlin. A good special description of Berlin is given in the exercises.

(5) Germans in the United States

This category is not treated.

(6) History

All material on this subject is relative to Berlin, and given in essay form in the exercises. Bismark, the dates of the Republic, Frederick the Great, Frederick William, and Hindenburg are referred to briefly.

(7) Literature

The life of Kästner, an autobiographical poem, and a few lines on current literature are given in the introduction.

(8) Music

Nothing listed under this category is treated.

(9) Science

This category is not treated.

Emil und die Detektive shows a uniformly low percentage of listed details for all categories. (See Table X, page 75.) The highest percentage is 58, for "daily life". The lowest percentage is 11, for "art". Three categories, "Germans in the United States", "music", and "science" have no listed details treated. This narrow spread of subject matter is natural, since the book is composed of a single story, and its range of material is limited by the plot.

The quality of treatment, however, is uniformly good, with the exception of "history". "Daily life" is rated

very superior. The comparatively low rating of 3 for "literature" is caused by the fact that one modern poem is included, which raises the percentage of items treated, but lowers the average rating, because quotation of one poem does not constitute good treatment of modern poetry.

Considering both percentages and ratings, "daily life" is decidedly the best-treated category. "Art", "education", and "geography" are also well treated, although the percentage of listed items included is very low.

TABLE X

Line Count of References to Each Category; Percentage of Items Listed under Each Category Which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. Emil und die Detektive.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	16	11	4
2. Daily Life	763	58	5
3. Education	31	33	4
4. Geography	162	13	4
5. Germans in U.S.	---	--	--
6. History	22	29	1
7. Literature	79	22	3
8. Music	1	--	--
9. Science	---	--	--

CHAPTER VIII

ANALYSIS AND EVALUATION OF READER NUMBER THREE: DEUTSCHE FIBEL.(15)

GENERAL DESCRIPTION

Deutsche Fibel is a modern-type first reader of great charm of content, style, and pictures. The pictures consist partly of photographs, but mainly of pen drawings in the style of the "neue Sachlichkeit". The content is principally in essay form, but written in an intimate style which makes it delightful reading. The entire book deals with Germany, but dwells upon homely details and the atmosphere of daily life, rather than upon German culture in its more intellectual and tangible aspects, so that the book does not make a high score on the rating scale, although it is an excellent book of its type.

The book gives more than three-quarters of its space to Germany and the Germans. (See Table XI, page 77.) About half of these lines refer to more than one category. The number of lines referring to the various categories in the text is only slightly greater than the number of such lines in pictures.

"Daily life" has the largest amount of space, 1619 lines. "Art" is next with 864 lines, and "literature" third

(15) Otto Koischwitz. Deutsche Fibel. New York, F. S. Crofts and Co., 1932. Pp. x + 131. $1.00. Preface 4 pp., Text 101 pp., (63 Illustrations), Vocabulary 25 pp., about 2000 words, of which about 1250 are in Morgan's Frequency Word Book. (Preface.)

TABLE XI

Line Count of References to Germany and the Germans in Deutsche Fibel

Categories	Number of Lines Referring to the Various Categories in			Number of Pictures
	Text	Pictures	Total	
1	2	3	4	5
1. Art	202	662	864	38
2. Daily Life	986	633	1619	38
3. Education	9	15	24	1
4. Geography	196	403	599	26
5. Germans in U.S.	---	---	---	--
6. History	15	---	15	--
7. Literature	620	42	662	2
8. Music	3	---	3	--
9. Science	2	12	14	1
Total	2033	1767	3800	106

Approximate Total Number of Lines in the Book	3193
Total Number of Lines Containing References to Germany and the Germans	2538

with 662 lines. "Music" occupies the least space, with only 3 lines, while "Germans in the United States" is not treated at all. The book concentrates on "daily life", "art", "literature", and "geography", and gives little space to the other categories.

DETAILED DESCRIPTION BY CATEGORIES

Art.--Stress on architecture is the natural accompaniment of stress on "daily life". This book contains numerous pictures and articles on architecture. It sets the background for its discussion of "daily life" by opening with a picture of a Gothic house, with an essay calling attention to its features, and a picture of a new-type dwelling, with an essay comparing it to the old style. The plan of this house is given and accompanied by questions. Pictures are given of business buildings in Berlin and Stuttgart, and of circular apartment houses at Leipzig, with a few lines calling attention to their features. Two interiors of modernistic homes and a drawing of the Einstein Observatory are also given.

An essay on Berlin is accompanied by pictures of old and new parts of the city, the Lehrter Bahnhof, the University, the Brandenburg Gate, with a few lines about each picture. A sketch of apartment house balconies is also given with the essay, "Balkons", which devotes a few lines to describing this feature of the apartment.

Much emphasis is placed on the architecture of the Middle Ages and of peasant homes. The essay "Der Marktplatz", with a picture, calls attention to the features of the architecture of the Middle Ages and explains the "Roland". The essay, "Das alte Schloss", describes the form of the castle, with picture and plan, explaining its age, general construction, and inconvenience. "Die mittelalterliche Stadt", accompanied by a plan, a bird's eye view of Bunzlau and a picture of a city gate, explains the arrangement of the old city. "Das deutsche Dorf", an essay explaining the form of the village, is accompanied by a picture of Gröbitz, giving some idea of the architecture, and aerial views of various villages, showing the village plan. "Beschreibung des alten Gutshofes" explains the arrangement of the farm house, with picture, plan, and cross-section. A few other pictures of farms, including an interior of a peasant home, are given.

Other references to "art" include a picture of a market square, in Romanesque style, a drawing of the "Gänsemännchen", on a well at Nuremberg, with a description, a picture of the Goethe House at Weimar, a reference to the fine museums of Berlin, and a reproduction of Holbein's "Man with the Pink". (The latter is not named nor treated as German art. As it is doubtful whether many teachers would recognize it, no credit is given for it as "art".)

Daily Life.--Treatment of "daily life" is very extensive, dwelling more upon old times than upon new. Almost all the

content of the book relates in some way to this subject. Essays on the village and walled town, the highway, the wells, the castle, the town hall, all well illustrated, build up a picture of life in former times, including mentions of numerous occupations and of transportation, something of class differences, arrangement of living quarters and farm land, the role of the church as a sanctuary in the Middle Ages, the danger of attack, the inn and well as gathering places. Pictures illustrate the costumes of merchants in the sixteenth century.

A picture of life in more recent times is created by sentimental reminiscences on the cozey warmth of the tile stove, the furnishings of the peasant home, with a picture, vacations spent in the country, the harvest celebrations, an heirloom desk, the "gute Stube", and the ceremony connected with it, pictures of wall mottoes, and of various types of old clocks.

Present day life is treated principally in an eight-page essay on Berlin, and in "Die Laubenkolonie". The Berlin essay describes the transportation system, including flying, with pictures of the Lehrter Bahnhof, the flying field, and an underground station. It also mentions a few businesses, relates how the people enjoy boat trips on the Havel, refers to the sport grounds, beer gardens, and cafes of the Havel.

"Die Laubenkolonie", with a picture, describes the German love of nature, the colonies of gardens; gives a few lines to the Youth Movement; and mentions the predominance of bicycles over automobiles. It is accompanied by a poem by Paul Zech. "Balkons" also dwells on the German love of nature and tells how the people decorate their homes with flowers. "Die drei Lieblingsbäume der Deutschen" is a charming essay on the German sentiment about the fir tree, oak tree and linden tree. It is accompanied by the poems "Tannenbaum" and "Lindenbaum".

"Das Märchen und unsere Zeit" and "Alte und neue Geräusche" picture city life by comparing sounds, machines, furnishings, of today with those of former times. A page of traffic signs, two pages of newspaper jokes, a cartoon, a cross-word puzzle, a telephone conversation, contribute to the picture.

Miscellaneous items are: several nursery rhymes, pictures of toys, a description of the growth of writing, with pictures of old writing implements. Occasional references to money, business houses, food (including a cake recipe and pictures of cooking utensils), churches, holidays, occupations, and transportation, are scattered through the book.

Education.--The only references to education are a few lines mentioning modern school rooms, a reference to private

tutoring, a statement in "Eine Landstrasse" that traveling scholars of the Middle Ages begged their way from one university to another, and a statement in the essay on Berlin that one hundred years ago there was no university in Berlin. A picture of Berlin University is given.

Geography.--Except for the essay on Berlin, treatment of "geography" consists of incidental references and pictures. As the emphasis of the book is on "daily life" and architecture, treatment of "geography" consists of names and pictures of places used as setting for the essays and narratives. Such incidental treatment includes pictures of a well in Nuremberg, attached to an essay on wells, a well in Kolmar, a landscape in Silesia, the village of Gröbitz, a bird's-eye view of Bunzlau, the market square in Halberstadt, a farm in Saxony. The latter group accompanies essays on mediaeval life and architecture. Pictures of more modern places include the Einstein Observatory near Berlin, business buildings in Berlin and Stuttgart, apartments in Leipzig, as well as the Goethe House in Weimar, all with contexts on architecture.

Incidental text references include statements that Lübeck and Nuremberg are typical cities of the Middle Ages, that the North Sea, Baltic Sea, Giant Mountains, and Black Forest are favorite vacation spots, a description of the landscape in Prussia, mentions of Hamburg, Bremen, Silesia, and the Havel.

The eight-page essay on Berlin gives some of its history, its size compared with great cities of the world, and describes it in an interesting manner, with nearly a dozen pictures and a map. This essay also refers to Leipzig, Frankfort, Dresden, Munich, and Königsberg, as important cities.

Germans in the United States.--This category is not treated.

History.--"History" is treated only by a few mentions of the World War, a reference to Frederick the Great's war against Austria, and his palace, Sans Souci, a reference to a statue of Bismark, relative to the "Roland", an explanation of the mediaeval church as a sanctuary from danger, and a reference to the Franco-Prussian War in the essay on Berlin, together with a few lines on the age and growth of Berlin.

Literature.--The treatment of "literature" is related to the emphasis on "daily life", and the intimate atmosphere of the book. The Grimm tales "Hans im Glück", "Eine alte Brunnengeschichte", "Die Bremen Musikanten", are quoted, as well as an incident from the "Schildbürger" series and one from "Tilleulenspiegel". The essay "Der Brunnen" mentions the numerous legends and songs about wells. Two folk songs, a student song, and the poems "Tannenbaum" and "Lindenbaum" are quoted, as well as a number of nursery rhymes. Two narratives from Rosegger are given, portraying the cozyness of the peasant home and the tile stove.

Goethe's name is mentioned a few times, and a picture of his garden house at Weimar is given. The "Laubenkolonie" essay mentions Goethe's love of nature. This essay is accompanied by a poem by Paul Zech.

Ulfilas' translation of the Bible is mentioned, and a page therefrom reproduced.

Music.--The opera house at Berlin is mentioned in the essay on Berlin.

Science.--A picture is given of the Einstein Observatory, with a mention of the importance of Einstein.

SUMMARY

Previous to a consideration of the value of Deutsche Fibel as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

Mediaeval and modern architecture, especially the former, are well treated in the text and by numerous pictures.

(2) Daily Life

This is the most emphasized category, especially for mediaeval and country life. Most of the listed items are covered in intimate essay style, but a large proportion of the space is devoted to material not listed.

(3) Education

Berlin University is mentioned and a picture given.

(4) Geography

The principal treatment consists of an essay on Berlin. Several other cities are mentioned, and pictures given, in connection with "art" and "daily life", but they are not described.

(5) Germans in the United States

This category is not treated.

(6) History

A few references are made to Frederick the Great, Bismark, the Franko-Prussian War, and the World War.

(7) Literature

Goethe is referred to a few times. Several folk tales, especially Grimm's, are quoted, and some modern prose and poetry.

(8) Music

No listed items are treated.

(9) Science

The Einstein Observatory is pictured, and Einstein's importance mentioned.

This book shows a low percentage of listed items treated for all categories except "art" and "daily life", which show percentages of 77 and 75, respectively. (See

Table XII, page 87.) Other categories show percentages ranging from 44 for "literature" to 14 for "science". No listed items are treated for "Germans in the United States" or for "music".

The ratings show a general distribution. "Art" has the highest rating, 4. "Daily life", "literature", and "science" rate 3. "Geography" rates 2, "education" and "history" 1.

The comparatively low rating for "daily life", which has the largest space, is caused by the fact that most of the space and emphasis are given to homely details which are not listed under the category heading.

Considering both ratings and percentages, "art" and "daily life" are well treated. As explained above, the treatment of "daily life" is better than these figures indicate, for it deals largely with intangible factors which cannot be listed. Treatment of the other categories is inferior.

TABLE XII

Line Count of References to Each Category; Percentage of Items Listed under Each Category Which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. Deutsche Fibel.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	864	77	4
2. Daily Life	1619	75	3
3. Education	24	33	1
4. Geography	599	30	2
5. Germans in U.S.	---	--	--
6. History	15	21	1
7. Literature	662	44	3
8. Music	3	--	--
9. Science	14	14	3

CHAPTER IX

ANALYSIS AND EVALUATION OF READER NUMBER FOUR: A FIRST GERMAN READER.(16)

GENERAL DESCRIPTION

A First German Reader is a miscellaneous collection, but the sections relating to Germany and the Germans are so grouped that one topic grows naturally from another, as far as possible. For instance, an account of "Faust" is followed by a summary of Goethe's life. The latter section calls the pupil's attention to several of Goethe's poems scattered through the book. In addition to such specifically essay sections, much material is disguised in narrative. For instance, "Eine Rheinreise" is a letter describing a boy's trip through Germany. These narrative sections, of course, are not as full or specific as the essay sections, but they create a picture in the pupil's mind, and give the teacher a natural opportunity to enlarge if she wishes to. A few stories are given which are purely entertaining. The book is interestingly and sympathetically handled, and the content is sufficiently varied to interest every one in the class.

The book gives about three-fifths of its space to Germany and the Germans. (See Table XIII, page 89.) About

(16) B. J. Vos. A First German Reader. New York, Henry Holt and Co., 1933. Pp. vii + 195 + 11. $1.36. Preface 2 pp., Text 159 pp., (Map and 15 Illustrations). Notes 24 pp., Exercises 8 pp., Vocabulary 51 pp.

TABLE XIII

Line Count of References to Germany and the Germans in A First German Reader.

Categories	Number of Lines Referring to the Various Categories in					Number of Pictures
	Text	Pictures	Notes	Exercises	Total	
1	2	3	4	5	6	7
1. Art	13	180	5	--	198	7
2. Daily Life	707	158	97	17	979	6
3. Education	166	---	31	--	197	--
4. Geography	225	363	54	5	647	12
5. Germans in U.S.	5	---	6	--	11	--
6. History	86	---	30	--	116	--
7. Literature	1359	56	64	5	1484	2
8. Music	258	50	50	--	358	2
9. Science	1	---	6	--	7	--
Total	2820	807	343	27	3997	29

Approximate Total Number of Lines in the Book 5100

Total Number of Lines Containing References to Germany and the Germans 3354

one-sixth of these lines refer to more than one category. The amount of space given to Germany and the Germans in the text is more than three times as great as the amount in pictures.

"Literature" is the most emphasized category, with 1484 lines. "Daily life" is second with 979 lines, and "geography" third with 647 lines. "Science" receives the least space, with only 7 lines. "Geography" and "art" have the largest space in pictures.

DETAILED DESCRIPTION BY CATEGORIES

Art.--"Art" is treated in the text by a short description of Cologne Cathedral, with a picture, and a mention of the Dresden Museum and Raphael's "Madonna".

The best pictures of architecture are those of Schloss Stolzenfels, Schloss Hohenstein, Beethoven's house in Bonn, the Kurhaus at Wiesbaden, and the Youth Shelter at Bremen. A few other distant and indistinct views are given.

Daily Life.--Much material is provided under this category, but all refers to city life. The treatment is, naturally, largely incidental. The impression is given that German daily life is very similar to that of America.

Transportation is discussed in "Eine Wanderung", which mentions the cheapness of air travel and the Berlin Tempelhof, the greatest flying field in the world. "Eine Rheinreise" gives a good description of a German sleeping car.

Sports are not discussed except in relation to the Youth Movement. An interesting account, "Eine Wanderung", is given of one of their expeditions, with a brief explanation of the movement, and two impressive pictures of Youth Shelters. Religion is treated by a picture and description of Cologne Cathedral, a special article on Epiphany celebrations, with Goethe's poem, mentions of Whitsuntide decorations, and references to the Christianization of Germany, the Crusades, and the Reformation, in the table of dates. In addition to these religious festivals, the Bayreuth Festival is briefly explained in connection with Wagner.

Several industries are mentioned: the importance of forestry; the baths, with a picture of Wiesbaden; vineyards; chemical works; an automobile factory owned by General Motors; the Saxon industrial district.

Considerable space is given to riddles and "Sprichwörter", which are very similar to ours. Groups of store signs, street car signs, railroad signs, advertisements, like ours are also reproduced. Several "Hausprüche" are reproduced. Such things as telephone, radio and other modern conveniences are frequently mentioned in the stories and narratives. A reproduction of a police record card is given and fully explained. The national Hymn is quoted and explained. The post-war depression is succinctly indicated by a reproduction of a bill of the inflation period.

Education.--"Education" is given special treatment in the shape of an account of the life of a schoolboy, from the Grundschule through the Gymnasium. This article includes the class hours, dates of the school year, the subjects, departmental teaching, the examinations for entering and leaving the Gymnasium, and the fact that free high-school training is given only to brilliant students. The whole is interestingly told in narrative form.

A German report card is reproduced. Mention is made of the "Ferienkurse für Ausländer", and of the University of Königsberg, but there is no discussion.

Geography.--The treatment of this category is largely incidental and not very thorough. "Eine Rheinreise", a letter describing a trip, includes a description of the Rhine, mentioning many cities along its banks, and the ruins. "Geographie in der Mittelschule", a funny story, mentions the length, source and principal cities of the Rhine. "Eine Wanderung", a hiking account, also mentions several cities. Cologne and Mayence are the only cities at all fully treated in these accounts. The pupil learns that Cologne is the largest city on the Rhine. A picture of the cathedral is given, with a short comment in "Eine Rheinreise". In the same narrative, Mayence, its size, age, Roman ruins, library and Gutenberg Museum are discussed.

Other cities mentioned are Bingen and the Mouse Tower legend, Wiesbaden, with picture, Hamburg, Bremen, Kiel,

Dresden and its museum, Königsberg and its university, Munich, Dusseldorf, and Berlin. These are only mentioned in the text, with a few words in the notes on some conspicuous feature of most of them. A number of other cities, such as Hildesheim, Essen, Leipzig, are merely mentioned.

The mountains of Saxon Switzerland are described in the hiking account, with a picture of a Youth Shelter there. Other items more casually mentioned are the Elbe, Lahn, Danube, Lake of Constance, and the Alps. A graph of population is given, but should be compared by the teacher to districts familiar to the pupil, as the figures will mean little to him. A good map of Germany is given, and a small diagram of the Rhine.

Germans in the United States.--Carl Schurz and the Emigration of 1848 are briefly explained in the notes. Carl Schurz' account of the Bayreuth Festival is given apropos of Wagner.

History.--A four-page section is devoted to "history", under the heading "Nationaldenkmäler". An account is given of the Hermannsdenkmal, explaining how Rome conquered Germany; of the Barbarossa Monument, mentioning the crusades and the Empire under William I; of the Niederwalddenkmal, symbolizing the now united Germany. Relating these events to monuments emphasizes their importance.

A table of dates, covering everything in the category except tribal organization, is supplied, with notes

enough to make it an intelligible and unified summary of German history. The table includes a few items not mentioned in the list, such as the War of 1866.

In addition, there are a few scattered references to the unification of the Empire in 1871, and one reference to the Polish Corridor, which is explained in a note. But the reason for the creation of the Corridor, and its significance in case of war are not given. A reproduction of a bill of the inflation period indicates the aftermath of the World War.

Literature.--This category is well treated, both incidentally and specifically. All periods of literature are covered.

The legends of the Mouse Tower and the Lorelei, with poem and picture, are given. A short selection from "Till Eulenspiegel" is given and explained. The Grimm tale "Hans im Glück" is quoted. An account of "Parzival" is given in reference to Wagner.

Goethe receives considerable attention. "Wandrers Nachtlied", "Gefunden", "Heidenröslein", and "Erlkönig" are quoted in full, and parts of "Epiphanias". A short account of "Faust" is given, with an explanation of the mediaeval and modern attitude toward him. Tasso is mentioned. A summary of Goethe's life and a picture of the monument in Rome are given.

The only treatment of Schiller is the quotation of "Fischerknabe".

A number of short poems are quoted. These include Heine's "Lorelei", "Daheim", by Schönaich Carolath, "Spruch", by Storm, "Der gute Kamerad", by Uhland, the folk song "Wenn ich ein Vöglein wär", and the national hymn.

A number of narratives from modern authors are quoted. These include "Americanisches Duell", by von Moser, "Der Esel", by Rosegger, "Geographie in der Mittelschule", by Müller-Partenkirchen, and "Das Rutchen" and "Im Keller", by Gansberg. The philosopher Kant is referred to in a note on Königsberg.

Music.--This category is given specific treatment in one of the best sections of the book. The world-wide recognition of German music is stressed. Short lives of Bach, Mozart, Beethoven, Schubert, Brahms, and Wagner, with references to Strauss, Haydn, and Hindemith, are given. Pictures are included of Beethoven and of his house at Bonn. The Philharmonic Orchestra and Furtwängler are also mentioned.

Brahm's "Requiem" is quoted, with the English parallel from the Bible. The story of "Parzival" is given, and a stirring account of the Bayreuth Festival, by Carl Schurz.

Science.--Only three items are mentioned under this heading--the Gutenberg Museum, the date of the invention of printing, and Hugo Junkers, developer of the airplane.

SUMMARY

Previous to a consideration of the value of A First German Reader as it is shown in the rating scale and percentage table, the material on which this table is based may be summarized as follows:

(1) Art

Cologne Cathedral is discussed, and a picture given. A few other pictures of architecture are provided. The Dresden Museum is mentioned.

(2) Daily Life

This subject is handled principally by incidental treatment. The Youth Movement, transportation, industry, festivals, religion, are the best treated items.

(3) Education

School life from the Grundschule through the Gymnasium is well treated in a narrative. The University of Königsberg is mentioned.

(4) Geography

Most items of the category, except mountains, area, and boundaries, are covered. The treatment consists almost entirely of mentions and brief statements.

(5) Germans in the United States

Carl Schurz and the Emigration of 1848 are briefly discussed.

(6) History

The category is covered fully but briefly in a date table and notes. Several essays on historic events are given.

(7) Literature

Goethe, modern prose and poetry, folk tales, are well treated. One quotation is given from Schiller.

(8) Music

The category is well covered in good essay sections.

(9) Science

Gutenberg and printing are briefly treated.

This book treats 56% or more of the listed items of all the categories except "Germans in the United States" and "science". (See Table XIV, page 98.) All items for "education" are treated. The next highest percentage is 92 for "history", followed by 83 for "daily life" and "music".

The ratings are all average or better, except 2 for "art". "Daily life" and "music" are rated very superior; "education", "history", and "literature", superior. "Geography", "Germans in the United States", and "science" are average.

Considering both ratings and percentages, "education", "music", "history", and "daily life" are very well treated. "Literature" is also rated superior, but its percentage is somewhat lower than the others.

TABLE XIV

Line Count of References to Each Category; Percentage of Items Listed under Each Category Which are Actually Referred to in the Text; and Rating for Quality of Treatment of Listed Items Actually Referred to in the Text. A First German Reader.

Categories	Line Count	Percentage of Listed Items Actually Mentioned in Text	Rating for Quality of Treatment of Listed Items Mentioned
1	2	3	4
1. Art	198	56	2
2. Daily Life	979	83	5
3. Education	197	100	4
4. Geography	647	54	3
5. Germans in U.S.	11	33	3
6. History	116	92	4
7. Literature	1484	67	4
8. Music	358	83	5
9. Science	7	14	3

CHAPTER X

S U M M A R Y

RESULTS

Cultural Aims Acknowledged.--This investigation reveals the fact that the authors of all the texts used have given some conscious acknowledgment to the aims regarding German culture. Even in New Approach to German, which makes the poorest showing, an effort is made to provide organized material about Germany, and the book is liberally illustrated with suitable pictures. The attack on the problem is evidently still in an experimental stage, as the type and quality of the results are very varied.

Methods of Presenting Material Pertaining to Germany and the Germans.--All the books except New Approach to German spread their material through the text, so that the pupil gradually develops an intimate and interested attitude toward Germany and the Germans, instead of being confronted with occasional isolated blocks of material, which are apt to be forgotten as fast as they are learned.

The form of presentation of the material varies with the individual book. New Approach to German is entirely didactic in treatment, relying on the introduction and groups of statements in the text for its material, except for pictures.

Elements of German relies on outside-reading topics, pictures with explanatory captions, and an essay. German authors are also quoted. Beginners' German is didactic in treatment, with many essays in both English and German. Summaries and quotations from German literature, and many fine pictures are also given. This book has the best rating both for percentage of listed items treated and for quality of treatment. The book is intended as a complete basic course, and is therefore longer and contains more advanced material than the other two grammars. But English essays such as are employed here can be used by the simplest and most elementary book.

Two of the readers, A Second German Book and Deutsche Fibel, rely principally on interesting and readable essays for their material, aside from literature. Both are liberally illustrated. A First German Reader uses essays and much material disguised in narrative, as well as notes. It places less emphasis on pictures. Emil und die Detektive is one complete story, supplemented by some editorial material and a few pictures.

All the books use pictures more or less liberally, except Emil und die Detektive, which has few. It is worthy of note that the pictures are often not connected with the text in any way. The device of having descriptive captions attached to the pictures, as in Elements of German is to be recommended in such cases.

Relative Emphasis on Various Categories.--As the number of books studied is so small and their approach so varied, it is hardly fair to take an average of their ratings and percentages as a truthful picture of trends in new texts. The nearest that can be made to a fair generalization is to compare the value of the books and their relative stress on the various categories.

Inspection of those columns of the tables which show the percentage of items treated for each category reveals little uniformity of emphasis in the various books. "Art" has the highest percentage of listed items treated in four books, "education" in two books, "daily life" and "science" the highest percentage in one book each. (See Table XV, page 102.) The second highest percentage of items treated is for "daily life" in two books, "geography" in two books, "history" in two books, "education", "literature" and "music" in one book each. "Germans in the United States", "history", and "science" have the lowest average rank for percentage of listed items treated. "Germans in the United States" and "music" have no listed items treated in two books; "science" has no listed items in one book.

If the number of times a category has first, second and third ranks be taken as an indication of the trend to recognize its importance, "art", "daily life", "education", "geography", and "music", in the order named, are most often regarded as most important.

TABLE XV

Relative Emphasis on the Nine Categories, Based on the Percentage of Listed Items Treated, for all Seven Texts.

Categories	Number of Books in Which the Category Takes, or Ties for, 1st Place	2nd Place	3rd Place	4th Place	5th Place	6th Place	7th Place	8th Place	9th Place
1. Art	4	-	-	1	1	1	-	-	-
2. Daily Life	1	2	1	2	-	-	1	-	-
3. Education	2	1	1	2	-	-	-	1	-
4. Geography	-	2	2	-	2	1	-	-	-
5. Germans in U.S.	-	-	-	1	2	-	1	1	-
6. History	-	2	1	-	-	2	1	-	1
7. Literature	-	1	1	2	2	1	-	-	-
8. Music	-	1	3	-	-	1	-	-	-
9. Science	1	-	-	-	-	2	2	1	-

TABLE XVI

Relative Emphasis on the Nine Categories, Based on Ratings for Quality of Treatment of Listed Items Included, for All Seven Texts.

Categories	Number of Books in Which the Category Takes, or Ties for,				
	First Place	Second Place	Third Place	Fourth Place	Fifth Place
1. Art	4	2	-	1	-
2. Daily Life	4	2	1	-	-
3. Education	1	3	1	2	-
4. Geography	3	2	2	-	-
5. Germans in U.S.	1	2	2	-	-
6. History	1	2	1	3	-
7. Literature	2	2	3	-	-
8. Music	3	1	1	-	-
9. Science	-	4	2	-	-

From the stand-point of order of rank in ratings for quality of treatment, "art" and "daily life" decidedly take first place. (See Table XVI, page 103.) Taking the total for the first two places as a fair indication of the trend, "art" and "daily life" are most often the best treated categories, followed by "geography", "music", "literature", and "education", in the order named. It should be noted that this ranking is relative, not absolute. It does not mean that these categories receive fine treatment. It only means that they are better treated than the others.

Considering rankings for both percentages and ratings, "art" and "daily life" tend to receive best all-round treatment. "Geography" and "music" are also emphasized. "Literature" receives a rather high rank for quality, although the rank for percentage of listed items treated is low. "Education" ranks high for percentage of items treated (there are only three items for "education"), but is not outstanding for quality of treatment.

"Science" and "Germans in the United States" generally receive little emphasis. "History" also tends to be neglected.

Quality of Individual Books.--As to the individual books, no generalization can be made. For teaching German culture, Beginners' German is the best book of those analyzed. This grammar is excellent except for its neglect of "science".

A First German Reader has a rather high percentage for listed items treated, except for "Germans in the United States" and "science". The ratings for quality of treatment are also creditable except that for "art". A Second German Book has a rather high percentage of items treated for all categories except "science". The ratings for quality are very good except those for "education" and "history", which are poor. In the comparison of these three best books, it appears that the grammar has much the best general score. However, this book is not nearly as interesting as the readers, whose approach is more informal.

The other two grammars make generally poor scores, although Elements of German makes good provision for outside reading. The reader Deutsche Fibel is specialized, and valuable only for "daily life" and "art". The reader Emil und die Detektive is also specialized, and shows a low percentage of listed items treated except for "daily life". However, its quality of treatment is generally high, and it is very interesting.

Advantages and Drawbacks of the Technique.--While the technique here used is somewhat arbitrary, and not suited to all books, it at least has the advantage that one knows exactly what is being measured, and what the resulting figures stand for. Moreover, no book was found, except Deutsche Fibel, which was done a serious injustice by this method of

measurement. The chief drawback of a list of items of this type is that it cannot make place for the tiny details of daily life and intangible aspects of culture which go to make up a living picture. However, it is doubtful whether these intangible aspects can be measured by any objective scheme. The present technique has tried to make up for this lack by recording such material in the descriptive parts of the analyses. No one part of an analysis is complete, but all parts together make a complete record of the material relating to Germany and the Germans in any given book.

While it is very regrettable that the list of items used as a basis for judging could not be established on a questionnaire basis, the findings of the study tend to validate the list. All the category headings appear in every book, except "Germans in the United States", omitted twice, and "science", omitted once. Every listed item appears in at least one book, except Pennsylvania Germans, tribal organization, Mendel, and mythology. The only classifiable items which appear frequently but are not listed are: songs, proverbs, money, the Havel River, the states, and modern conveniences.

CONCLUSIONS AND RECOMMENDATIONS

From the results of this study one may conclude that, while the present attainment of texts in regard to the teaching of German culture is not uniformly high, authors

are giving attention to the subject, and better results can be expected in the future. The problem is as yet in an experimental stage. It is apparent, however, from the records of Beginners' German, A First German Reader, and A Second German Book, that a high standard of achievement in the field of teaching about German culture can and should be maintained by elementary grammars and readers. It appears that grammars, by reason of the authors' complete freedom in selecting and composing material, can be expected to show an all-round good record, while readers, limited in scope of subject matter, can more reasonably be expected to specialize in a few categories. The best method of treating the material is probably a combination of essays in German and English, narratives, (and literature), pictures, editorial matter, and guidance for outside reading. No single book of those studied combined all of these features.

The problem cannot be handled haphazardly. As is shown by this study, "art", "daily life", "geography", and "music" tend to be best-treated categories, while "science", "Germans in the United States", and "history" uniformly tend to be neglected, although the authors of all the texts are trying to teach about German culture. "Language" is usually omitted. Obviously, some well-balanced plan should be followed in selecting cultural material for a book, in order to avoid such neglect. It is highly desirable that research

be done to set up a justified and objective set of criteria for the selection of cultural material.

The selection of a group of these books to be used together for a complete course would depend upon the interests of the individual class and on the rest of the curriculum. For the first year, the grammar Beginners' German will give a good background. The reader Emil und die Detektive will present a good picture of current "daily life", while Deutsche Fibel will present "daily life" with much emphasis on bygone times. With this combination, "science" would have to be treated by the teacher. For the second year, Beginners' German should be continued, as the best material is found in the more advanced parts of the book. A very interesting reader to use with it would be A Second German Book. Although this reader is miscellaneous in content, and gives a general background, it is sufficiently novel in approach and content so that it could be used in conjunction with Beginners' German without being boring or repetitious. Or, if desired, specialized readers could be used with Beginners' German, as that grammar gives a good background.

A First German Reader is a first reader which gives general background, and would probably involve too much repetition if used with Beginners' German. But if for any reason a less valuable grammar happens to be used, such as Elements of German, this reader is to be recommended instead of a

specialized reader. Elements of German is to be recommended only if adequate library facilities are available. New Approach to German has practically no value for teaching about Germany and the Germans. All of these recommendations are, of course, concerned only with the cultural objectives. This study makes no attempt to consider any other objectives.

Finally, the author wishes to emphasize again the value of using such a list of items as are here used, whether this set or some other, as a guide not only for selecting texts, but for the even more practical purpose of supplementing the lesson material. Even the best book will not exhaust every topic it mentions, but with the stimulus of a preconceived plan of material to be supplied, the teacher will recognize opportunities presented by the text, and by supplementing the text wherever possible, or creating her own cues, if the text does not supply them, she can go far beyond the actual book in achieving the objectives related to German culture.

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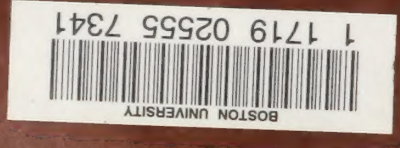
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